# Unit 1

**Shapes & Spaces**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Shapes & Space | **Core Values considered :** Harmony, Peace & Inclusivity<br><br>**Other Sub-Values:** community building and respect for diversity.<br><br>**Life skills:** Observation, communication &Logical Reasoning, | **Value integration Activities:-**<br>1. By interactions, presentations, stories and activities teacher elicits different shapes and Space and its harmony /relationship in nature & surroundings.<br>2. Play Video to show the Harmony of shapes in Surroundings<br>3. Story Narration for harmony in relationship<br>4. Skit for harmony in classroom<br>5. Dicussion for harmony in food<br>6. Assignment:.Preparation of picture Album & book to inculcate harmony |

## Materials / Resources needed

**Value Integration:-**

1. Blocks, cards, cut out of different shapes, Matchsticks, Ice-cream sticks to make shape & angles, Real objects of different shapes, Videos.
2. Facilities and Equipment to show videos and to take activities
3. Ncert Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-** In this chapter story and activities are incorporated in such a manner that children learn and realize how all things in this universe co-exist in harmony & peace. The key discussions are:

1. Nature Trip helps students to observe and learn everything we see in the world around us has a shape and angle. The ability to recognize Shapes & Space in the surrounding environment helps one to realize harmony in every living and non-living things.

2. Video link teach kids how different shapes are used in daily life. I also teaches how shapes brings beauty and harmony thereby making life happy and peaceful.

3. Story narration and discussion make them realize that treat everyone as friends irrespective of their limitations. Learn the value of inclusion, community building and respect for diversity.

4. Skit teaches them harmony in the classroom, together students, teacher furniture etc. they make class room happy & lively. Students learn how being in harmony is important to lead a stable and peaceful life.

5. Discussion :Harmony in food highlight about how different ingredients come together to make something tasty.

Assignment: Preparation of picture album to inculcate harmony. Students understand the importance of co-existence with the surrounding world. Only when there is happiness in the mind, there will be a harmony or peace and peace in mind allows coexistence.

Grade I No: of Periods – 10Hrs

## Unit 1

## Shapes & Spaces

## Harmony, Peace & Inclusivity

### I. Introduction

The lesson **'Shapes and Spaces'** help students to experience different colours and sights. They learn to interpret and organize it into different shapes and spatial relationships. Students who develop a strong sense of spatial relationships are better equipped to learn mathematics well. A creative mathematics teacher with his/her solicitous planning and thoughtful initiatives can make it possible for the students to realize these values. Geometry finds huge applications in the real world. Everything we see in the world around us has a shape and spaces.

The universe around us is full of colours and wonders. The capacity to recognize Shapes & Spaces in the surrounding environment helps one to realize harmony in every living and non-living things. This is an essential quality which can be adopted in life. Living in harmony with friends, family relatives, society and nature gives peace and happiness. Living in harmony with one's own self brings relaxation to oneself. And that harmony brings peace and happiness which leads to coexistence

### II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals.

Upon completion of this lesson, students will be able to:

1. Learn the concept of Inside outside, Bigger smaller, Biggest smallest, Top & bottom, Nearer farther, Nearest farthest, On under, Above below
2. Sorts, classifies and describes the objects on the basis of shapes
3. Sorts 2-D shapes such as flat objects made of card, etc.
4. Incorporate the value of maintaining peace with our surrounding environment and develop a harmonious relationship with the world
5. Inculcate the value of inclusivity and its importance in ensuring harmony in relationships.

## III. Process & Action Plan

*"Good teachers radiate knowledge everywhere. They are unique, divine looking personalities. They inspire the young students and prepare them to face any challenges in life. They instil in them courage, hope, confidence and a sense of victory, values, so that they march on the path of brilliance to achieve their rightful destiny."*

*Dr. A.P.J. Abdul Kalam*

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart below:

**A. Introduce the context activity:**
Nature trip for Shape Hunt Refer IV. A

**B. Carry out the varied activities in class (given below) in the sequence specified.**

**1.** Video link to demonstrate harmony of shapes in real life Refer B-1

**2.** Story to explain importance of inclusivity in harmony Refer B-2

**3** Skit to show harmony of shapes makes classroom happy & live Refer B-3

**4.** Discussion which helps kids to know the importance of harmony in food Refer B-4

**C. Aid generalization of the concepts learnt, through assignments (given below).**

Picture Album Harmony in family

Picture Book Harmony in nature

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the ***core approach*** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The ***core values*** being considered are ***Harmony, Peace & Inclusivity*** along with other sub-values like community building and respect for diversity.

The unit also provides the scope to develop the following life skills in the students:

Observation, Logical reasoning

## IV. Activities & Related Discussion

### A. Context Activity: Nature Trip for Shape Hunt

Teacher can take students for a nature trip for shape hunt or teacher can show video of real world applications using shapes and spaces to help explain the harmony in nature. This will enable students to explore and identify shapes in our environment and everyday life. The teacher can take students for shape hunt around the school and show them all things that are beautiful in this world are composed of shapes & spaces. The teacher has a beautiful job of helping the students open their eyes to the surroundings - What do they see - beauty everywhere! And there is a shape or angle to everything in nature and that brings symmetry in the universe and happiness thereof.

Teacher can introduce the lesson by asking students to look around them (Class room, school, home and environment).What do you see? Buildings, trees, books, tables, chairs, notebooks, sun, moon, stars, etc. Are they all same? Do they have the same shape? No, not all of them are alike. The shape of the sun is different from that of a book. The notebooks are of the same shape but different size. We shall discuss the various shapes and the properties of these shapes and how they are connected with the principle of co-existence in our life.

We can find different basic shapes such as the square, rectangle, and oval or the rectangular prism, cylinder, and sphere in the objects we see around us. These geometric shapes appear in objects we see as ATM cards, rupees and coins, rings, photo frames, houses, schools,windows,towers , flower pots, toys, buses trains, balloons etc. The topic shapes and spaces teach children the existence of harmony in environment

### B. Value Based Activities

**Activity B-1:** Explain and show students that synchronization of shapes with spaces bring beauty and harmony in life. (Video link)
https://www.youtube.com/watch?v=TJhfl5vdxp4 (4min10sec).Teacher shall pause

the video and discuss with them how the different shapes are used in daily life to make life happy and at peaceful

**Activity B-2:** Teacher can guide students to find Harmony in relationship by telling the following story.

***Friends come in every shape and size.***

A lone elephant walked through the forest, looking for friends. She soon saw a monkey and proceeded to ask, 'Can we be friends, monkey?'

The monkey quickly replied, 'You are big and can't swing on trees like I do, so I cannot be your friend.'

Defeated, the elephant continued to search when it stumbled across a rabbit. She proceeded to ask him, 'Can we be friends, rabbit?'

The rabbit looked at the elephant and replied, "You are too big to fit inside my burrow. You cannot be my friend."

Then, the elephant continued until she met a frog. She asked, "Will you be my friend, frog?"

The frog replied, "You are too big and heavy; you cannot jump like me. I am sorry, but you can't be my friend."

The elephant continued to ask the animals she met on her way, but always received the same reply. The following day, the elephant saw all the forest animals run in fear. She stopped a bear to ask what was happening and was told the tiger was attacking all the small animals.

The elephant wanted to save the other animals, so she went to the tiger and said, "Please, sir, leave my friends alone. Do not eat them."

The tiger didn't listen. He merely told the elephant to mind her own business.

Seeing no other way, the elephant kicked the tiger and scared him away. Upon hearing of the brave tale, the other animals agreed, "You are just the right size to be our friend."

**Discussion**

1. What is the size of the elephant? Is it big or small?
2. What is the size of the rabbit? Is it big or small?

Similarly, the teacher can ask about all the animals mentioned in the story and engage with the students regarding shapes and sizes.

Through this lesson the teacher should also explain the moral of the story that just like all different animals became friends, the students should also treat everyone as friends irrespective of their limitations.

.https://momlovesbest.com/short-moral-stories-kids

**Activity B-3:** Harmony in nature, Home, Classroom Skit and Discussion

The teacher can create a skit, tell, or assign students a shape such as Circle, Square, Rectangle etc. alternatively the teacher can assign objects in the surrounding environment to students such as door, board, duster, ball, book, eraser etc.

**Skit Process:**

- Each object will have a shape and a function that the student should remember.
- For example
- Door: I am rectangle in shape and let people inside.
- Ball: I am a circle and I bounce up and down
- Pencil: I am tall and I can draw
- Window: I am square in shape and I allow air in
- Samosa: I am triangle and I am tasty

**Flow:**

When teacher takes the name of the student, the student will stand and say/sing the line associated with the object. The teacher can engage the student further by asking questions.

**End:**

In the end the teacher can drive the importance of harmony by bringing all students together and say we together make our class room happy & lively

**Activity B-4:** Harmony in food (Discussion)

Here, the teacher can highlight about how different ingredients come together to make something tasty. Teacher can ask the students what they have brought for lunch. Teacher also can emphazise on how the different colour of foods (Harmony of colours, Harmony of ingredients) make it look so tasty

From all the above examples teacher can explain how each one of us should apply this lesson in our lives. The teacher should emphasize that in order to maintain balance and lead a peaceful & happy life one should always strive to achieve harmony with their surroundings. Teacher can cite examples like academics or relationships with parents, friends, and relatives.

## V. Assignments

1. Prepare an album/picture book showing the Relationship& Harmony in their family
2. Prepare a picture book to show the harmony in nature

## Resources

*References:*

1.NCERT Grade I 1 Mathematics Textbook

2. https://momlovesbest.com/short-moral-stories-kids

3. https://www.youtube.com/watch?v=TJhfl5vdxp4

*Resources for Teachers:*

https://childhood101.com/hands-on-activities-for-learning-about-2d-3d-shapes/

4. https://www.youtube.com/watch?v=Khen0K-9vUg

# Unit 2

**Numbers from One to Nine**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Numbers from one to nine | **Core Values considered :** Mindfulness, Care, Gratitude<br><br>**Other Sub-Values:** positivity, respect, orderliness, discipline<br><br>**Life skills:** Classification, counting, matching, comparing, sequencing. | **Value integration Activities:-**<br>1. By interactions, songs and discussions teacher elicits numbers from 0 to 9<br><br>2. Play Video for combination activity of the concept and values of care& respect<br><br>3. Discuusion & Guidance for Gratitude Journal preparation<br><br>4. Simon Says game for mindfulness<br><br>5. Assignment:Preparation of gratitude Journal. |

## Materials / Resources needed

**Value Integration:-**

1. Blocks, cards, cut out of different shapes, Matchsticks, Ice-cream sticks to make shape & angles, Real objects of different shapes, Videos.
2. Facilities and Equipment to show videos and to take activities
3. Ncert Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-** In this chapter the activities and games are incorporated in such a manner that children learn and realize to appreciate every relationship and treat everyone with love and care. Children also learn to practice mindful seeing, listening, and tend to have greater awareness. Inculcating this value helps in bringing out positive energy in children. The key discussions are:

1. Discussion with students regarding the numbers they can relate with real life helps them gain and understand number sense easily. The teacher can then proceed to make a poem a poem together in class, through this students experience and get a concrete idea of numbers

2. Video link shows a combination activity which teaches kids the importance of being caring and respectful to elders and family members along with numbers

3. Practicing gratitude & discussion make them realize children the concept of being grateful for everything that one has, teaching this value at a young age equips them for life with a skill that helps in transforming the child into a positive personality.

4. The Game Simon Says this game can help children to practice mindful seeing, mindful listening, and greater awareness. Teacher shall explain to students that it is not only important for one to be mindful, aware and attentive while answering in class but also to be the same in daily life as well. For e.g. Students should be attentive when their elders are speaking or while they are playing to avoid being hurt. Importance of paying attention and being present results in improved social-emotional skills

5. Assignment: Preparation of gratitude Journal to practice the values students learned for life

Grade I No: of Periods – 9Hrs

**Unit 2**

**Numbers from One to Nine**

**Mindfulness, Care & Gratitude**

## I. Introduction

The lesson 'Numbers from One to Nine' enables students the concept of classify, recite, count, compare and recognize from1 to 9.Pre number concepts like classification, sequencing and matching( 1-1 correspondence) play an important role in learning numbers, numeration and making numbers a part of their daily activities. Children acquire an understanding about numbers at home also.

Look around Nature-it is dancing in numbers-the environment, the trees, the leaves, the patterns they follow, the flowers, animals, shapes of objects and even the shapes of human beings-everything, every minute is a number. Time is a number. Breathing is a number, pulse is a number-But what needs to be understood is the careful and focused attention to these details of that nature is revealing to us -understand the minute details of Math that is hiding behind every movement of the universe, the revolving our planet earth. This beauty of patterns, orderliness and numbers in nature makes life so very pleasant and beautiful with these patterns, orderliness and numbers.

The order and discipline of numbers are consistent and subject to change, this is because they are designed in such a way. Human beings need to understand this beauty from numbers-the orderliness, the care, attention in the sequencing and the beautiful results that they bring along. With curiosity, focused attention, little mindfulness into it, will make you understand that even your breathing gets regularized with numbers when you do the introspection or meditation. Yes, you heard it right! Mindfulness is a silent journey to your own self over time and regulating your breathing techniques, bringing an order like the numbers and getting the discipline vouched by them

Through this lesson we associate numbers to relationships and inculcate the value of caring, being respectful to elders and loved ones. Extending the lesson on relationship further, we also teach the importance of being grateful. Through this value our aim is to encourage students to develop positive routines which will help in developing a student's personality in a positive manner.

## II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals: Upon completion of this lesson, students will be able to

- Identify and count the numbers 1-9 & 0 and one to one correspondence
- Count the number of objects in a collection, Find missing number
- Order the numbers, number comes before and after, Identify more or less
- Incorporate the value of being mindful and aware. Develop a good presence of mind and logical reasoning which is essential for communicating thoughts clearly. Gives tools to cope with challenges/difficulties by staying in present moment
- Learn to be disciplined and consistent
- Inculcate the value of relationships, Care for family members, Be kind to everyone

## III. Process & Action Plan

*"Teaching is an art, not a science, principally because it involves human beings, their emotions and their values"* *Gilbert Highet*

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context activity:**
Discussion/Song

↓

**B. Carry out the varied activities in class (given below) in the sequence specified.**

↓

**1.**
Video Link to demonstrate caring & respect

**2.**
Gratitude Practice to inculcate being grateful

**3.**
Game: Simon Says to teach mindfulness in every activity

↓

**C. Aid generalization of the concepts learnt, through assignments (given below).**

↓

**1.**
Gratitude Journal to instill care & gratitude among students

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the ***core approach*** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The ***core values*** being considered are ***Mindfulness, care & gratitude*** along with other sub-values like *positivity, respect, orderliness, discipline*

The unit also provides the scope to develop the following life skills in the students:

*Classification, counting, matching, comparing, sequencing.*

## IV. Activities & Related Discussion

### A. Context activity for the teacher to start: Discussion & Song

Teacher can introduce the lesson by discussing with students about their number of family members, number of friends, mobile numbers, number of rooms in their house, number of pets they have etc.

For E.g. the teacher can ask the students the following questions to elicit response and introduce the topic of numbers to the students

Students you are one individual-you have two parents,

1. You have how many sisters and brothers?
2. How many aunts and uncles?
3. In your body, how many organs do you have?
4. How many limbs do you have?
5. How many fingers do you have?

All of the answers above will be measured in numbers 1-9.Now teacher shall prepare a song with the help of students.

**Eg.1**

| | |
|---|---|
| One one one | Sun is one |
| Two two two | Eyes are two |
| Three three three | Triangle sides are three |
| Four four four | Class room walls are four |
| Five five five | Give hi five |
| Six six six | Virat kolhi hit a six |
| Seven seven seven | Wonders are seven |

| | |
|---|---|
| Eight eight eight | Friends are eight |
| Nine nine nine | Time is mine |
| Ten ten ten | Fingers are ten, |

**Eg.2**

| | |
|---|---|
| One one one | Moon is one |
| Two two two | Ears are two |
| Three three three | Samosa sides are three |
| Four four four | Table legs are four |
| Five five five | Give hi five |
| Six six six | Dhoni hit a six |
| Seven seven seven | Days are seven |
| Eight eight eight | My lucky number is eight |
| Nine nine nine | Planets are nine |

Teacher can make another song again with the help of students, or can be given as an assignment. Students learn numbers from One to Nine and all the concepts mentioned in the text book

**B. Value Based Activities**

**Activity 1 Combination Activity**
(https://www.youtube.com/watch?v=ewFGINyQdiY)

Through this topic the teacher should inculcate the value of caring for loved ones. Here every number is represented by a family member. (Family)
(https://www.youtube.com/watch?v=ewFGINyQdiY)

At this point the teacher should ask the question to all students:

Reflections/Questions (Mindfulness in relations)

Questions:

1. What do you say when your grandfather teaches you something? (Thank you)
2. What do you do when Grandmother tells you stories? (be attentive)
3. What do you do when mother makes tasty food? (Thank you)
4. How do you feel everyone love you? (Happy)

Teacher can ask similar questions to the students to get the desired response. Through

this activity the teacher can inculcate the importance of being caring and being respectful to elders.

**Activity No. 2: Practice Gratitude**

Extending the lessons from the previous activity, the teacher can further encourage students to be thankful and express gratitude plays, this plays a pivotal role in developing students into better humans. For every little blessing or favour we receive from anyone, we must be grateful.

**How to:**

- Kids can practice gratitude by thanking their parents for providing them with food, shelter, and a good life.
- They may also express gratitude to their teachers, friends, and elders.
- They can express this aloud and make students to write it down in a journal.
- Teacher shall take a practice of expressing gratitude by each student in the class.

Teacher can guide students to prepare gratitude journal daily. Through this activity the aim is to inculcate in children the concept of being grateful for everything that one has, teaching this value at a young age equips them for life with a skill that helps in transforming the child into a positive personality.

Reference: https://www.momjunction.com/articles/mindfulness-activities-for-kids_00487342/

**Activity No. 3: Simon Says Game**

An old classic, this game can help children practice mindful seeing, mindful listening, and greater awareness. It is good for children 4 years and up and all you need is some space to move around in.

Here is how to play Simon Says:

1. Designate a "Simon" to lead everyone (it might be best for an adult to play Simon first).
2. Simon stands in front of the other players and instructs them to do physical movements (e.g., touch your nose, balance on one foot).
3. The players should only do what Simon instructs them to do if he or she says "Simon says" at the beginning.
4. If a player follows one of Simon's instructions that is not prefaced by "Simon says," he or she is eliminated from the game.
5. The last player standing wins.

**Discussion**

Once you finish the game, talk to your children about how hard or easy it was to follow the instructions and pay attention to the "Simon Says" at the beginning. Discuss the importance of paying attention and being present.

After the activity, the teacher can explain to students that it is not only important for one to be mindful, aware and attentive while answering in class but also to be the same in daily life as well. For e.g. Students should be attentive when their elders are speaking or while they are playing to avoid being hurt.

Reference: https://positivepsychology.com/mindfulness-for-kids/

## V. Assignments

1. Prepare gratitude Journal (Express and write their gratitude feeling to all they feel)

## Resources

*References: Resources for Teachers:*


1. https://www.momjunction.com/articles/mindfulness-activities-for-kids_00487342/
2. https://positivepsychology.com/mindfulness-for-kids/
3. Ncert Text Book Mathematics Grade I

# Unit 3

**Addition – One more**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Addition - One More | **Core Values considered :** teamwork, cooperation and helping others<br><br>**Other Sub-Values:** kindness, collaboration, confidence and self esteem<br><br>**Life skills:** Thinking skill, listening skills, counting and observation skill. | **Value integration Activities:-**<br>1.By interactions, discussions , and activities teacher shall test the previous knowledge.<br><br>1. Story telling: Let's make a team & discussion of team work<br><br>2. Combination activities for concept and cooperation Game-I, Game-II, Game III & Discussion<br><br>3. Verbal Problems & Discussions for kindness & helping<br><br>4. Assignment: Preparation of posters & photo collage |

## Materials / Resources needed

**Value Integration:-**

1. Flash cards with numbers, Domino Cards, Petals and round shaped card papers, rectangle shaped A4 sized card papers, beads, button, clay.
2. NCERT Text books, Reference books(R.D.Sharma, R.S Agarwal)pen ,board, Duster.

## Description (of the points of discussion)

**Value Integration:-** In this chapter the activities, stories and games are incorporated in such a manner that children learn that success is achieved when everyone brings their skills, talents and experiences and utilizes them to compliment the skills of a team to achieve a common goal. When teamwork is effective, communication, cooperation and combined efforts makes for a better result. If we inculcate this quality at a young age it will bring wonderful effects in the life of children for the years to come

The key discussions are:

1. Game to test the previous knowledge of number sense and shapes.

2. Story telling: Let's make a team & conduct a discussion to make them understand the importance of team work

3. Combination activity teaches kids the importance of being caring, helping and supporting each other along with academics.

4. Verbal problems inculcate kindness and value of helping the needy

5. Assignment: Preparation of posters & photo collage for the application of the values learned.

Grade I No: of Periods – 5Hrs

**Unit 3**

**Addition – One more**

**Teamwork, Cooperation and Helping others**

## I. Introduction

The lesson **Addition** teaches the child to put things of different values together. It is essentially the concept of combining collections together where focus is on the number of objects in the collection. The idea of **'One more'** may be initially introduced and then often recalled.

Through this topic the teacher should inculcate the value of teamwork, cooperation and helping others. The above values can be simply explained as combining of strengths by creating a team of individuals with complementary skillsets. Teamwork is a treasured effort and life skill. When teamwork is effective, communication, cooperation and combined efforts makes for a better result. Everyone brings their skills, talents and experiences together for a common goal. The different styles of each person make for more creativity and innovation. If we inculcate this quality at an younger age which will bring wonderful effects in the life of children for the years to come

## II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals:

**Upon completion of this lesson, students will be able to**

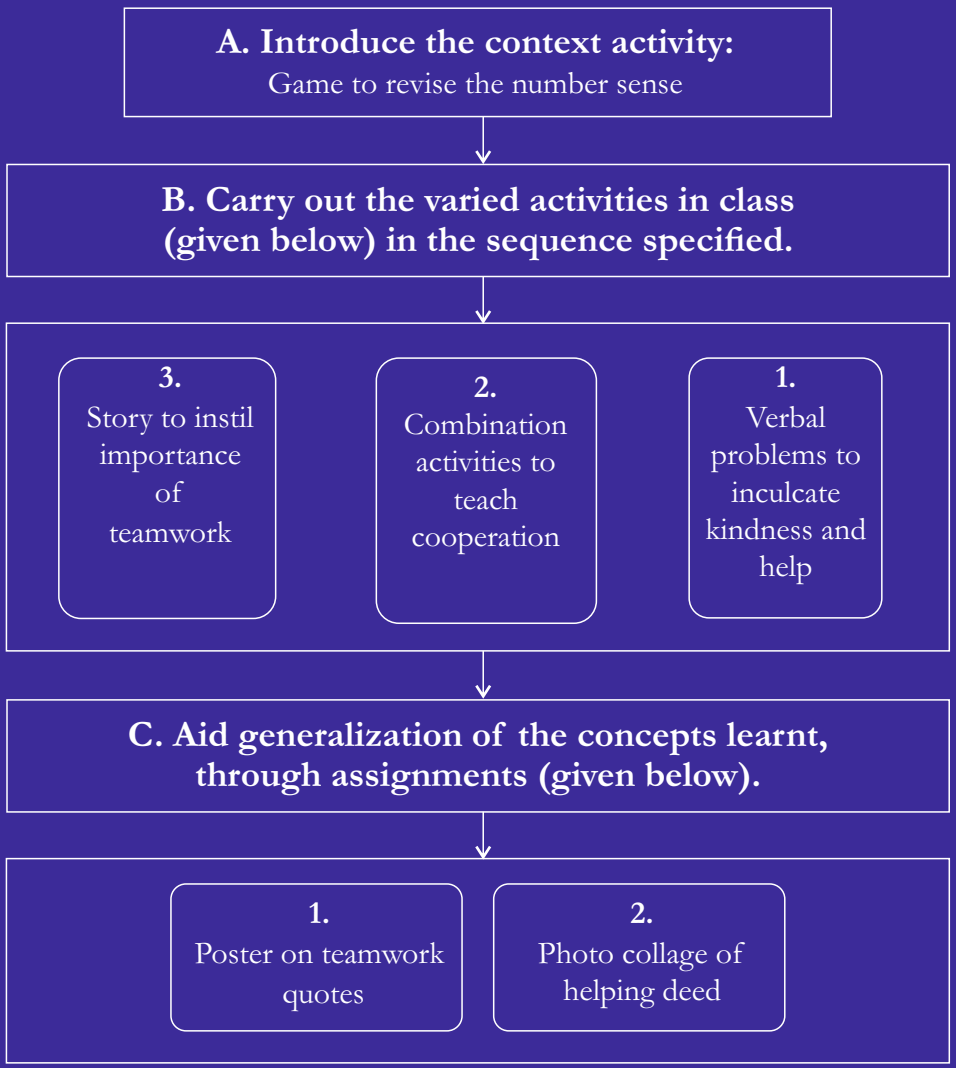
- Add one more object or number and say how many altogether
- Add ,match and fill the missing numerals
- Commutative property of addition and addition of Zero
- Solve verbal problems
- Work as a team, cooperate and help each other
- Inculcate the value of relationships and be kind to everyone

## III. Process & Action Plan

"The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards" Anatole France

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:


A. Introduce the context activity:
Game to revise the number sense
B. Carry out the varied activities in class (given below) in the sequence specified.
3. Story to instil importance of teamwork
2. Combination activities to teach cooperation
1. Verbal problems to inculcate kindness and help
C. Aid generalization of the concepts learnt, through assignments (given below).
1. Poster on teamwork quotes
2. Photo collage of helping deed

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the ***core approach*** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The ***core values*** being considered are ***Team work, cooperation& helping others*** along with other sub-values like kindness, collaboration, confidence and self esteem

The unit also provides the scope to develop the following life skills in the students:

*Thinking skill, listening skills, counting and observation skill.*

## IV. Activities & Related Discussion

**A. Context for the teacher to start:**

Teacher can introduce the lesson by taking a game/activity in the class to revise their number sense.

1. Distribute flash cards with numbers 0 to 9
2. Instruct students of same number together form a:-
   a. Circle
   b. Square
   c. And so on as per the teachers choice
3. Now by different combinations teacher can take and revise all the concepts they have learned by this fun activity

Teacher can introduce the topic after checking and creating connection with them with their previous knowledge of Single-digit numbers: By taking examples from textbook /from daily life/some innovative methods like fun activities, worksheets/video etc.

**B. Value based Activities**

**Activity 1: Story**

**Let's make a team (working together to achieve a result) Team work**

Four friends (Sara, Ketki, Judith, Nandini) staying in a village decided to make a small garden in their own yards. They decided to have a competition for a best Gardner. But there was a problem… there was not enough garden tools for each one to use, they each had one tool missing from their garden tool kit.

They thought they will borrow the tool from each other .But then there was big argument who will start first. Sara said it was her idea to plant flowers in the first place, so she should be the one to make use of the tools first. Ketki said her yard is bigger so she should be given the tools first, Judith said her yard is smaller so she will complete the work in less time so she should get all tools first, Nandini said since her parents are good at gardening and that she is also the best at it so she should start first to teach all of them what to do. While they were fighting with each other an elderly grandmother Mrs Kiran came out by hearing loud argument.

Grandmother Kiran is a kind and a wise lady. She is very fond of children. Now seeing the granny they all ran to her and told their problem. Granny sat for a while and thought deeply. The she asked why don't you girls work as a team and make the garden in our village temple for all the devotees to enjoy. Listening to the granny, the girls decided to work together to plant seeds which will grow into a beautiful garden.

In a few months' time, the seeds grew to become beautiful flowers and all the villagers praised the little girls for their hard work. This made the girls very proud of themselves and most importantly they were very proud of their ability to work together to achieve this success. All the girls thanked grandmother Kiran.

**Discussion.**

1. How many friends were there?
2. What was the problem faced by four friends?
3. Who did they talk about the problem?
4. What did the grandmother tell the girls?
5. What was the lesson learned?

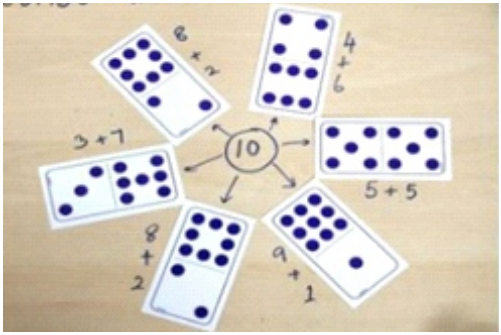
Teacher can inculcate the importance of team work, being good, kind & helping others and by asking different more questions.

**Activity 2: Combination activity**

**Game1- description:**

**Step 1:** The students should be divided into groups and given a numbers

**Step 2:** The number is written on the centre (using a piece of chalk). The students should make all the possible combinations of the number using domino cards.




https://www.azimpremjifoundationpuducherry.org/content/number-games-%E2%80%93-dominos

**Step 3:** Whichever group finds maximum combinations with in a time bound should be declared the winner of the round.

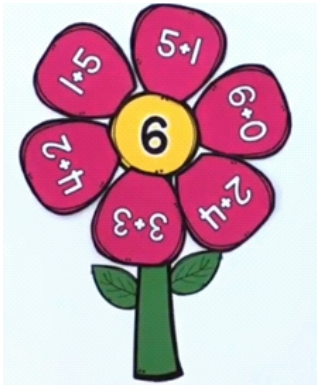
**Step 4:** Repeat Step 2- Group with the most number of wins is declared the winner.

Teacher shall encourage students to work together, help each other , be supportive, kind and being good to achieve victory

**Game 2- description:**

Step 1: All students should be given plain card with the shape of petal. A student can have minimum 6 petals. The students should be divided into groups.

**Step 2:** The teacher should write a number in the center of a flower card. Students should make all the possible combinations of the petal by writing proper combinations using cards in discussion with their team.



https://in.pinterest.com/

Reference:

**Step 3:** Whichever group make maximum flowers should be declared the winner of the round.

Teacher can inculcate the following values:

- importance of team work: Encourage students to work together to achieve victory
- being good, kind & helping others: Encourage students to help each other and be supportive

**Game 3- Description:**

Say it Make It & Write It

**Step 1:** The students should be divided into groups of three and give the addition game

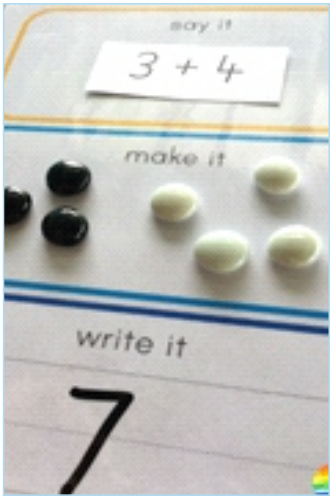
**Step 2:** Student No.1 will say the combination of two numbers

**Step 3:** Student No.2 will make the combination by using marbles/beads./dough the combination with a plus sign

**Step 3:** Student No 3 will add up and write the sum.

**Step 4:** Now the students should be rotated

**Step 3:** Whichever team finds maximum additions should be declared the winner




Reference : https://in.pinterest.com/

**Discussion**

After discussing the answers, teacher can explain to students the importance working together, helping each other and being supportive. This can be done by encouraging all students to help when any student does not know or is facing difficulty while answering. The teacher should also encourage students to identify different combinations for answering. Team work and collaboration develop higher level thinking skills in children and boost their confidence and self-esteem as well

**Activity 3**

**Verbal problems**

*Word problems, where the concept is embedded in a real-world situation and the student is required to recognize and apply the appropriate procedure/ rule (preparing pupils for the challenges of life)*

1. Nita (teacher can use any students name) forgot to bring pencil. Seeing Nita's sadness, Geeta decided to give her one pencil. Nita thanked Geeta for her help.

**Discussion**

a) What did Nita forget?

b) How many Pencils did Geeta give?

c) How many pencils does Nita have?

d) Is Geeta good girl? (Clap for Geeta) (name of student to be taken)

e) Is Nita happy or sad now?

Teacher should emphasize how Geeta made Nita happy by sharing a pencil. Similarly all students should be kind, helpful and supportive to each other.

2. Rohit bought 4 sandwiches in the tiffin .Chris bought 5 sandwiches .But Kailash couldn't carry tiffin because his mother was not well. At recess time when everyone in the class was having snacks. Kailash felt very sad. Seeing this Rohit remembered that his mother used to tell him to share his food with friends, so he offered 1 sandwich to Kailash very happily, seeing this Chris also shared two more sandwiches with Kailash.

**Discussion**

a) How many sandwiches did Rohit bring?

b) How many sandwiches did Chris bring?

c) How many sandwiches do Rohit and Chris together bring in their tiffin's?

d) How many sandwiches did Kailash bring?

e) How many sandwiches Kailash received from Rohit & Chris?

f) What do Rohit and Chris teach us?

g) Will you all help your friends when they are in need?

Teacher can emphasize on how each one of the students should help people when they need your support. When you give surplus to the needy they will feel very happy.

## V. Assignments

1. Prepare poster on teamwork quotes for classroom (Teacher can give examples)
2. Prepare a photo collage of students performing a helping deed. (Example, feeding animals, helping with household chores-Folding clothes, washing utensils, etc.)

## Resources

*References:*

*Resources for Teachers:*

1. NCERT Textbook of Grade I
2. https://in.pinterest.com/
3. https://www.azimpremjifoundationpuducherry.org/content/number-games-%E2%80%93-dominos

# Unit 4

**Subtraction- Take away**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Subtraction | **Core Values considered :** Sharing, Generosity& Cooperation<br><br>**Other Sub-Values:** kindness, helping nature, politeness<br><br>**Life skills:** Thinking skill, listening skills, observation skill. Thinking skill | **Value integration Activities:-**<br>1. By interactions and discussions teacher elicits results of different subtraction related questions.<br><br>2. Tell a story to inculcate the value of sharing, being kind and cooperating with others<br><br>3. Combination activity complete a flower with the right petals, this enables academic teaching and learning of values such as cooperation and being supportive/kind<br><br>4. Solving verbal problems to elicit academic response and teach values<br><br>5. Assighnment- Preparation of My Kindness diary |

## Materials / Resources needed

**Value Integration:-**

1. Videos,
2. Facilities and Equipment to show videos.
3. Flash Cards with Numbers, Charts.
   facilities for conducting activities
4. Ncert Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-** In this chapter the activities ,stories and games are incorporated in such a manner that children learn that greatest value that one derives out of the subtraction chapter is the pleasure of giving. It may mean a reduction in quantity while you give but it gives multi-fold addition of happiness. Teacher should accentuate the quality in children whenever we have anything extra or surplus, we need to develop a habit of give-away to less fortunate and needy ones. These are all important life skills we need to empower in children in younger ages.

The key discussions are:

1. Game fun activity to test the previous knowledge of number sense and shapes& addition

2. Story telling: The Toymaker and the Young Lord & discussion to make them understand the importance of sharing and giving away and thereby obtaining happiness

3. Combination activity which teach kids the importance of helping, being polite and supporting each other along with academics

4. Verbal problems to inculcate kindness and helping the needy and generosity

5. Assignment: Preparation of My Kindness Diary for the application of the values learned.

Grade I No: of Periods – 7Hrs

## Unit 4

## Subtraction- Take away

## Sharing, Generosity, Cooperation

### I. Introduction

**Subtraction** in mathematics means you are taking something away from a group or number of things. When you subtract, what is left in the group becomes less. Students may find this trickier than the topic 'Addition' as 'Subtraction' requires proper lining up of values. Creating real life context-based problems involving subtraction and exchanging among them to encourage visual illustration of the problem.

Here teacher can relate taking away to sharing or removing the extra or asking for help when one is in need. Teacher should inculcate the value of sharing, so that those in need can be happy. The teacher should emphasize that the greatest value that one derives out of the subtraction chapter is the pleasure of giving. It may mean a reduction in quantity while you give but it gives multi-fold addition of happiness.

Through this lesson children learn two important values **cooperation** and **Generosity** in addition to the quality of **sharing**. Children who share also learn how to take turns and negotiate, and how to cope with disappointment. Teacher should accentuate the quality in children whenever we have anything extra or surplus, we need to develop a habit of give-away to less fortunate and needy ones. These are all important life skills we need to empower in children in younger ages.

### II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals:

Upon completion of this lesson, students will be able to

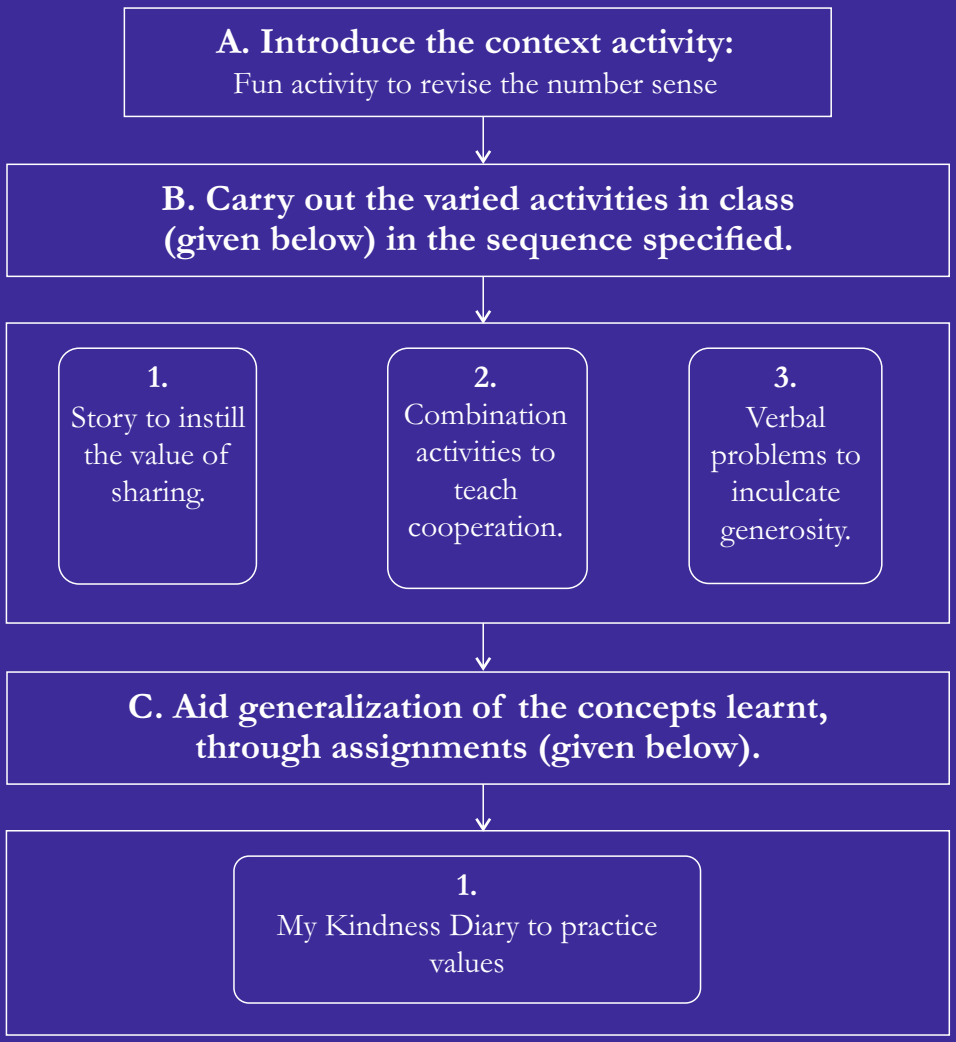
- Learn the meaning of Take away ,
- Learn Subtraction( Minus) Subtraction sentence, horizontal & vertical Subtraction
- Subtract and Match and write the missing numeral
- Generosity, Habit of give-away(Sharing) the surplus to needy
- Cooperate and help each other & inculcate the value of relationships

## III. Process & Action Plan

*"Teaching is one of the noblest of proffessions.It requires an adequate preparation and training, patience, devotion and a deep sense of responsibility. Those who mold the human mind have wrought not for time, but for eternity."* *- Calvin Coolidge*

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart below:


A. Introduce the context activity:
Fun activity to revise the number sense
B. Carry out the varied activities in class (given below) in the sequence specified.
1. Story to instill the value of sharing.
2. Combination activities to teach cooperation.
3. Verbal problems to inculcate generosity.
C. Aid generalization of the concepts learnt, through assignments (given below).
1. My Kindness Diary to practice values

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the ***core approach*** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The ***core values*** being considered are ***Sharing, Generosity, and Cooperation*** along with other sub-values like *kindness, helping nature*

The unit also provides the scope to develop the following life skills in the students:

*Thinking skill, listening skills, observation skill. Thinking skill*

## IV. Activities & Related Discussion

### A. Context for the teacher to start:

Teacher can introduce the lesson by taking a game/activity in the class to revise their number sense.1-9 & addition

1. Distribute
   a. Flash cards with numbers 0 to 9
   b. Beads
   c. Marbles
   d. Buttons
   e. Leaves
2. Instruct students of same number together form a:-
   a. Circle
   b. Square
   c. Rectangle
   d. And so on as per the teachers choice
3. Now by different combinations teacher can take and revise all the concepts they have learned by this fun activity (E.g. Teacher can call number 5, Teacher can ask 3 marbles from circle group and 2 marbles from square group and call someone from rectangle group and make addition.) similarly revise the topics (I,II,III) so that they will learn the new topic easily.

**B.** Value based Activities

**Activity 1: Story: The Toymaker and the Young Lord**

Once upon a time there was a young lord who was used to getting everything he wanted; he wouldn't let anybody have a new toy if he didn't have it first. So, if any child in the village wanted a new toy, they had to buy two and give one to the young lord.

One day his parents took him to a toy shop; there they met a wonderful toy maker. The young lord liked his toys so much that his parents invited the gifted toymaker to their castle and told him to make new toys every day for the young lord for one year. They promised the toy maker lot of money. But Toymaker had one condition that as his toys are very special and made for children; he wants children to play with toys every day. As the young lord is alone at home, will be able to play and give time to each toy every day? The Toy maker asked. The young lord readily agreed as he loved to play with lot of toys.

Every morning the young lord received a new toy from the toy maker. The toymaker delivered new toy better than the previous ones every day. The young lord seemed very happy.

But the toy collection kept increasing; there were too many toys to play with every day. So, one day the young lord put a few toys to one side, hoping that the toymaker wouldn't notice. However, when it was night time and the boy was ready to go to bed, the toys that had been put away lined up in front of him and, one by one, demanded their daily playtime. The little boy couldn't get to sleep until well past midnight because he had to play with every single toy.

Next day, tired after all his efforts, the young lord slept very late. In the little time left of the day, he had to get to know a new toy and then play with all the others too. Once again, he finished very late and was so tired he could hardly stop yawning. The boy was so exhausted and sleepy; he barely had the time to enjoy playing. To make matters worse, the toys were getting more angrier because the time he spent playing with them was becoming shorter he only had time to go from one toy to another, eating as he played, talking as he played, bathing as he played and even sleeping as he played. He was constantly changing toys, just like a terrible nightmare. Until one day, as he was looking out of his window, he saw some children playing with a stone next to his house. While looking at them he got an idea, he called all the children and shared his toys with them .When they'd finished playing the boy let them take home the toys they liked the most. The idea had worked. The boy could enjoy himself without having too many toys to play with. Even better, he had new friends. From then on, he did the same thing every day and invited more children to his big house to share his toys.

When it was time for the toymaker to leave, the 365 beautiful toys he had made had all been shared out; the house of the boy had turned into the best play station in the village for all the children.

**Discussion.**

1. Do you like the behaviour of the young lord?
2. What is wrong with the young lord?
3. What was the problem faced by the children of the village?

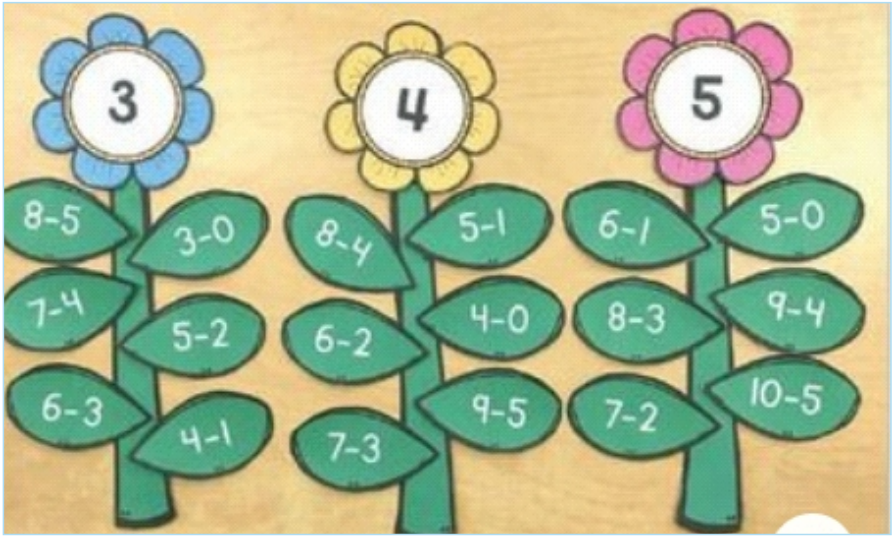
4. What was the condition of the toy maker
5. What was the problem faced by the young lord?
6. How he solved the problem?
7. What was the lesson learned?
8. Would you like to share your things?

Teacher can inculcate the importance of sharing, giving away, being good, kind & helping others and by asking different more questions.

Reference: https://freestoriesforkids.com/children/stories-and-tales/prince-and-toymaker

**Activity 2: Game description:**

**Step 1:** The students should be divided into groups and choose a leader. Each leader shall be given a flower with stem with a number at the center. And leaves of different subtraction statements




https://in.pinterest.com/

**Step 2:** The students should find the subtraction statement from whatever provided to them or if it is not there with them then they can ask other group, same way they can give the extra leaves with them to others

**Step 3:** Whichever group make the flower complete with leaves wins

**Step 4:** Repeat the game till they understand the concept and the value giving and taking leads happiness and make them a winner.

This is a fun, hands-on math activity you can use for centers or stations in first grade classroom. It helps students practice subtraction, mental math, and math facts.

https://in.pinterest.com/

Teacher can repeat the games with Card paper stands and icecream sticks

**Discussion**

After discussing the answers, teacher can explain to students the importance working together, helping each other and being supportive. This can be done by encouraging all students to help when any student does not know or is facing difficulty in finding the answer. The teacher should also encourage students to identify different combinations of the answer. Through this lesson the teacher can inculcate the following values:

- importance of sharing : Encourage students to work together
- Being kind & helping others: Encourage students to help each other and be supportive.
- Teach the students that when they are in need of help they can ask politely and seek help & support from others.

**Activity 3: Verbal problems**

*Word problems, where the concept is embedded in a real-world situation and the student is required to recognize and apply the appropriate procedure/ rule (preparing pupils for the challenges of life)*

1. School has purchased 5 bicycles for poor students who come from far away and who cannot afford to buy one. Out of the 5 bicycles, 3 bicycles are given away to students of std I who are coming from faraway places.

**Discussion**

a) How many bicycles did the school purchase?

b) Why did the school purchase the bicycles?

c) How many students are coming from far away?

d) How many bicycles are given to students?

e) How many are remaining?

Teacher should emphasize how school made less fortunate students happy by giving bicycles to needy students. Similarly, all students should be kind, helpful and supportive to each other.

2. On the way back home from school, Rhea was very hungry. She sat under an apple tree. Seeing Rhea's sadness apple tree asked why was she so sad? She replied "I am hungry". Apple tree said, "See I have so many apples you can pluck apples from me" and it lower its branches so that Rhea can easily pluck apples. Rhea was so grateful and plucked 7 apples from the apple tree. Once Rhea reached home. Mother asked her from where she got so many apples. Rhea told her the story about the tree. Her mother took away 5 apples from her to distribute to the guests who have come to their house. Rhea felt very happy. Not only apple tree helped her with apples and she also could help her mother to feed guests at home.

**Discussion**

a) Where was Rhea coming from?

b) Why did she sit under the tree?

c) What did apple tree ask Rhea?

d) After hearing Rhea How did Apple tree help her?

e) What was Rhea's feeling?

f) How many apples Rhea plucked from the tree?

g) How many apples did her mother take away?

h) How many apples are remaining with Rhea now?

i) What does the tree teach us?

j) What does Rhea teach us( Ans: asking for help ? help others)

k) Will you all help your friends when they are in need?

Teacher can emphasize on how each one of the students should help people and show generosity like apple tree ,when they need your support. When you give surplus to the needy they will feel very happy.

## V. Assignments

1. Prepare My Kindness diary ( one act of kindness/sharing/generosity students should write every day in their diary
2. End of the month/week teacher can give an appreciation note in students diary

Teacher/parents can share age appropriate responsibilities to enable children to learn how we work together to reach a goal.

## Resources

*References:*

1. NCERT Textbook of Mathematics -Grade I
2. https://in.pinterest.com/
3. https://www.mindful.org/mindfulness-for-kids/
4. https://freestoriesforkids.com/children/stories-and-tales/prince-and-toymaker

*Resources for Teachers:*

# Unit 5

**Numbers from Ten to Twenty**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Numbers from Ten to Twenty | **Core Values considered:** Mindfulness & Orderliness/discipline.<br><br>**Other Sub-Values:** good manners, consistency, happiness, focus,<br><br>**Life skills:** Concentration, attention. Observation. Social & emotional skills | **Value integration Activities:-**<br>1. By interactions, songs and discussions teacher elicits numbers from 0 to 9<br>2. Play Video & Discussion on Good Habits<br>3. Blind man Game & Discussion<br>4. Balancing Relay Game & Discussion.<br>5. Assignment: Preparation good work Journal |

## Materials / Resources needed

**Value Integration:-**

1. Videos,
2. Facilities and Equipment to show videos.
3. Flash Cards with Numbers, Charts facilities for conducting activities
4. Ncert Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-** In this chapter the activities and games are incorporated in such a manner that children learn and realize that our life revolves around numbers since the day of birth. Almost all the things we do in our real life involve numbers. To observe and feel its beauty, the orderliness, the sequencing, the comparisons we need to have a curious mind, focused attention which can only be achieved when you have mindfulness, the awareness of present. By being aware and mindful of oneself, one can live every moment of life to the fullest.

.Extending this property of numbers to daily life teaches one to maintain discipline and consistency of behaviour. Application of this positive routine everyday will help in developing a student's personality in a positive manner. The key discussions are:

1. Discussion & video link of number songs with students regarding the numbers they can relate with real life give them understand number sense easily.

2. Showing a video link & conducting a discussion around the same teaches students regarding good manners and the importance of having a disciplined way of life.

3. Blind Man game & discussion: The intention of this mindfulness game is to teach students to focus on other sensory inputs and be attentive to the surrounding. through this activity the intention is to prepare children more proactive and diligent

4. Balancing game this game will encourage children to develop greater awareness, enhance their focus and stay grounded in the present moment.

5. Assignment: Preparation of Good Work journal helps students to practice the values they have learned and continue doing so for life.

Grade I No: of Periods – 5Hrs

**Unit 5**

**Numbers from Ten to Twenty**

**Mindfulness & Orderliness/discipline.**

## I. Introduction

The lesson 'Numbers from Ten to Twenty to enables students the concept of counting number further as they have already studied and mastered from 0 to 9 in chapter 2. To make children understand number system further teacher need to take utmost care as they will be experiencing numbers beyond ten first times which is an important concept to imbibe in thoroughly to make to strong foundation in mathematics.

Numbers play vital role in everyone's life. Almost all the things we do involve numbers. Our life revolves around numbers since the day of birth. There are numerous numbers directly or indirectly connected in each one's life. When we look around our surroundings we see math everywhere and in everything. To know the magic of mathematics in and around us we need minute observation, focused thinking .Here comes the importance of mindfulness. It gives the awareness of happening around us; it helps to pay attention, on purpose, to the present moment

Through this lesson we see that numbers are ordered in a sequential manner; this sequence is consistent and does not change under any circumstance. Extending this property of numbers to daily life teaches one to maintain discipline and consistency of behaviour. Through this value our aim is to encourage students to develop a pattern of good habits or routine with positive affirmations that a student should follow consistently every day. Application of this positive routine everyday will help in developing a student's personality in a positive manner.

## II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals:

Upon completion of this lesson, students will be able to

- Make a group of 10, Group and categorize the given numbers in terms of tens and ones.
- Count Numbers from Ten to Twenty and Make a group of 10, write Numerals

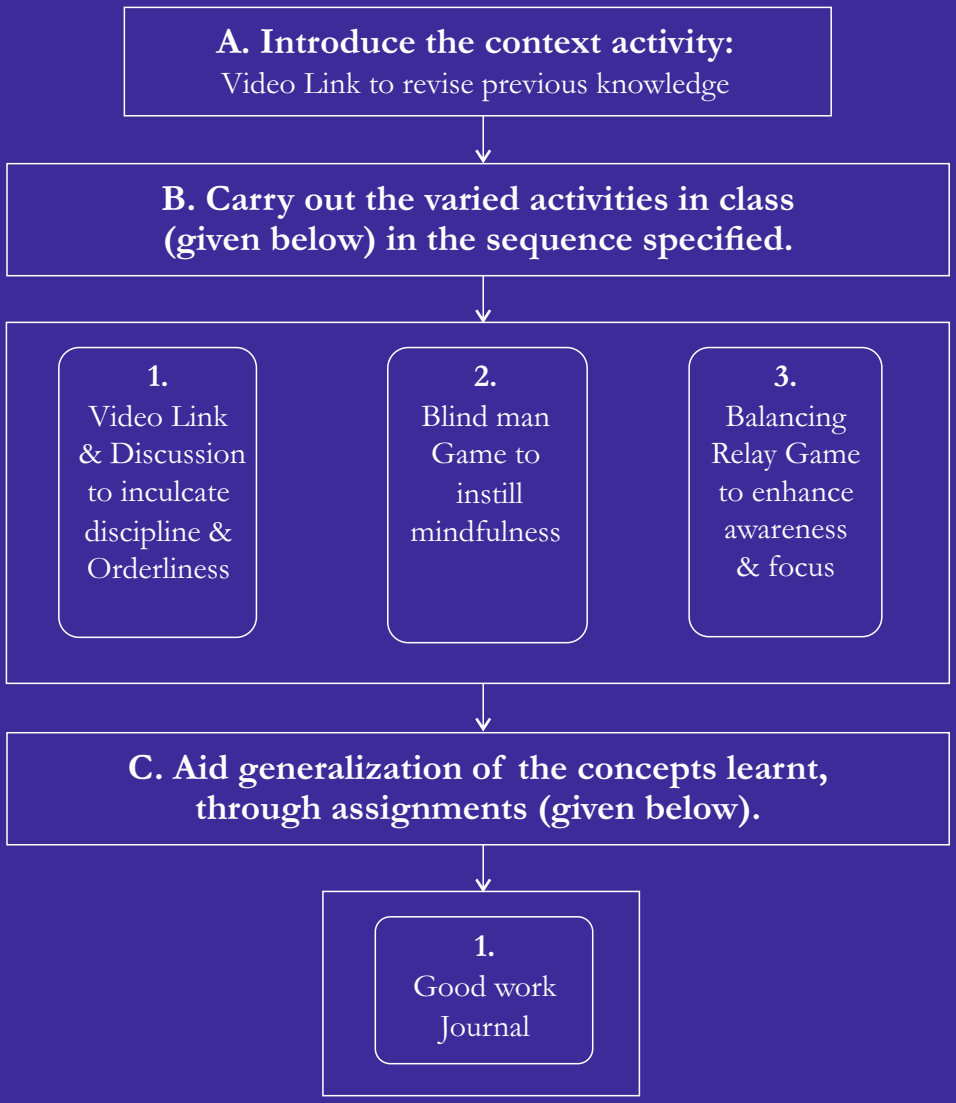
- Complete the Table, Tick the Group with More Objects, Join in Order, Write the Missing Numerals
- Circle the Biggest Number, Circle the Smallest Number, and Recall the numbers coming before and after a given number. Do Addition ,Do Subtraction
- Incorporate the value of being mindful and aware. Develop a good presence of mind and logical reasoning which is essential for communicating thoughts clearly.
- Learn to be disciplined and consistent
- Inculcate the value of relationships, Care for family members and Be kind to everyone

## III. Process & Action Plan

*"Teaching kids to count is fine, but teaching them what count is best. "Bob Talbert*

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page :


A. Introduce the context activity:
Video Link to revise previous knowledge
B. Carry out the varied activities in class (given below) in the sequence specified.
1. Video Link & Discussion to inculcate discipline & Orderliness
2. Blind man Game to instill mindfulness
3. Balancing Relay Game to enhance awareness & focus
C. Aid generalization of the concepts learnt, through assignments (given below).
1. Good work Journal

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the ***core approach*** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The ***core values*** being considered are ***Mindfulness & Orderliness/discipline*** along with other sub-values like *good manners, consistency, happiness, focus,*

The unit also provides the scope to develop the following life skills in the students:

*Concentration, attention, .Social & emotional skills*

## IV. Activities & Related Discussion

### A. Context for the teacher to start:

Teacher can introduce the lesson by showing bundles/Groups of 10 objects and ask them to count how many bundle of match sticks / bananas / eggs / marbles / leaves… Counting songs help reinforce children understands of number sequence in a fun way Video Link A, Video Link B

https://www.youtube.com/watch?v=SjVb4NYCP70 A

https://www.youtube.com/watch?v=D0Ajq682yrA -B

Teacher can introduce the topic by checking and creating a connection with student's previous knowledge of single-digit numbers: count, matching before/after, more/less.By taking examples from text book /from daily life/some innovative methods like activities, worksheets/video

### B.Value based Activities

**Activity No. 1**

Numbers teach us the value of order. Similarly, the same value of order can be applied to our life. Teacher can show this video and discuss/guide students regarding good manners and the importance of having a disciplined way of life. Video Link 1

https://www.youtube.com/watch?v=kqVO4ROAZ6Y

After showing the video the teacher can ask some questions such as:

1. How many times do you brush in a day?
2. Do you thank your parents for food and shelter?
3. Do you take bath every day?

The teacher can ask questions derived from the video as applicable, and inculcate the importance of good habits, how one should be mindful while doing daily routine, discipline, kindness and respect to elders.

Through this activity, the aim is to encourage students to develop a positive daily routine. By doing so, the students understand the importance of discipline and orderliness in daily life and how it is important to lead a positive and happy life.

**Activity No.2**

**Blind man**

We all love playing the blindfold game, but do you know that it can offer plenty of mindfulness benefits too?

**How to:**

- •Choose one kid to be a blind man and blindfold him/her.
- Now the blind man must hear the sounds and observe the sensations around, to identify others who are playing together.
- The blind man must catch as many people as possible.
- The challenge here is to win at the game when the most important sensory organ; your vision is not supporting you

The intention of this mindfulness game is to teach students to focus on other sensory inputs and be attentive to the surrounding. Through this activity the intention is to prepare children more proactive and diligent

Reference: https://www.momjunction.com/articles/mindfulness-activities-for-kids_00487342/

**Activity No. 3**

**Balancing Relay Game**

The balancing relay game is good for children 5 and older. If you have ever seen or participated in an egg and spoon race, you will recognize this game. You will need a spoon and some water or a spoon and a potato for each team playing. Split your group into teams (two teams might work best, but you can always do a few smaller teams) and give a spoon full of water to each team. Challenge them to carry their spoon to the next person on their team without spilling any of the water. To make it even more difficult for older children, have them walk backward or sideways instead of forward.

This game will encourage children to develop greater awareness, enhance their focus, and stay grounded in the present moment and in their own body. Once you finish the game, talk to your children about how hard or easy it was to follow the instructions and pay attention to the game at the beginning. Discuss the importance of paying attention and being present.

**Reference: https://positivepsychology.com/mindfulness-for-kids**

## V. Assignments

1. Prepare a journal of 'Good work'. Every day each student must write down a list of good work done by him/her.

## Resources

References:

1. NCERT Text Book of Grade I -Mathematics
2. https://positivepsychology.com/mindfulness-for-kids/
3. https://www.momjunction.com/articles/mindfulness-activities-for-kids_00487342/

Resources for Teachers:

4. https://www.youtube.com/watch?v=SjVb4NYCP70 A
5. https://www.youtube.com/watch?v=D0Ajq682yrA -B
6. https://www.youtube.com/watch?v=kqVO4ROAZ6Y

# Unit 6

**Time**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Time | **Core Values considered :** punctuality and time management skill<br><br>**Other Sub-Values:** Discipline<br><br>**Life skills:** observation skill. Organization skill | **Value integration Activities:-**<br>1. By interactions, videos stories and activities teacher elicits the concepts of time<br>2. Story narration to teach them the importance of punctuality & time management<br>3. Play Video /narrate the story of Shivam to teach effective management of time<br>4. Conduct a combination activity of solving work sheets to teach students time management skills.<br>5. Preparation of personal time table, study time table, quotes based on time. |

## Materials / Resources needed

**Value Integration:-**

1. videos, stories Analog clock, mock clock
2. Worksheets
3. Facilities and Equipment to show videos
4. Ncert Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-** In this chapter the activities, stories and games are incorporated to make students realize that Time is one of the most valuable and priceless things in this universe. Time is precious partly because we are all only allotted a certain amount of time in our lives, and so we need to make sure that we use it wisely. Nothing can stop the flow of time. Time once past cannot be brought back by any means. Through this lesson teacher can inculcate the value of punctuality and time management skills among children. If one doesn't do certain work in that stipulated time, then there is no value for it. Knowing how to manage time is important to the future success of children. The sooner you teach kids the value of time the better prepared they will be to become adults

Children should be taught to use or handle time wisely at a young age. Children should be made to understand that they need to be careful and vigilant of where and in what type of activity they invest their valuable time in.

The key discussions are:

1. Display Video link and conduct discussions of real life examples to connect students with time.

2. Story telling: Let's make a team & discussion to make students understand the importance of team work

3. Play video to teach students that if one keeps accumulating work then it will be difficult to complete all of it together at the last moment.

4. Combination activity of solving work sheets which teach kids to follow a discipline and time schedule for a healthy & disciplined life

5. Assignment:
   1. Preparation of personal time table, study time table
   2. Chart of different quotes based on time.

Grade I No: of Periods – 5Hrs

**Unit 6**

**Time**

**Punctuality, Time management**

## I. Introduction

In this lesson 'Time' we teach children the awareness of time; to get acquainted with sequence of daily routine they follow. Children are to be familiarized with certain time-based activities that help them to understand the meaning of terms like early-late. Before-after Children will be made aware that we can keep track of how long it takes to do a work

Time is one of the most valuable and priceless things in this universe. Time is precious partly because we are all only allotted a certain amount of time in our lives, and so we need to make sure that we use it wisely. Nothing can stop the flow of time. Time once past cannot be brought back by any means. Through this lesson teacher can inculcate the value of **punctuality and time management skills** among children. If one doesn't do certain work in that stipulated time, then there is no value for it. The students should go to school at a time. If they will be on time, then no chance to get punishment and always will be impressive for teachers.

These are the some of the important life skills we need to empower in children in younger ages. Knowing how to manage time is important to the future success of children. The sooner you teach kids the value of time the better prepared they will be to become adults

## II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals:

Upon completion of this lesson, students will be able to

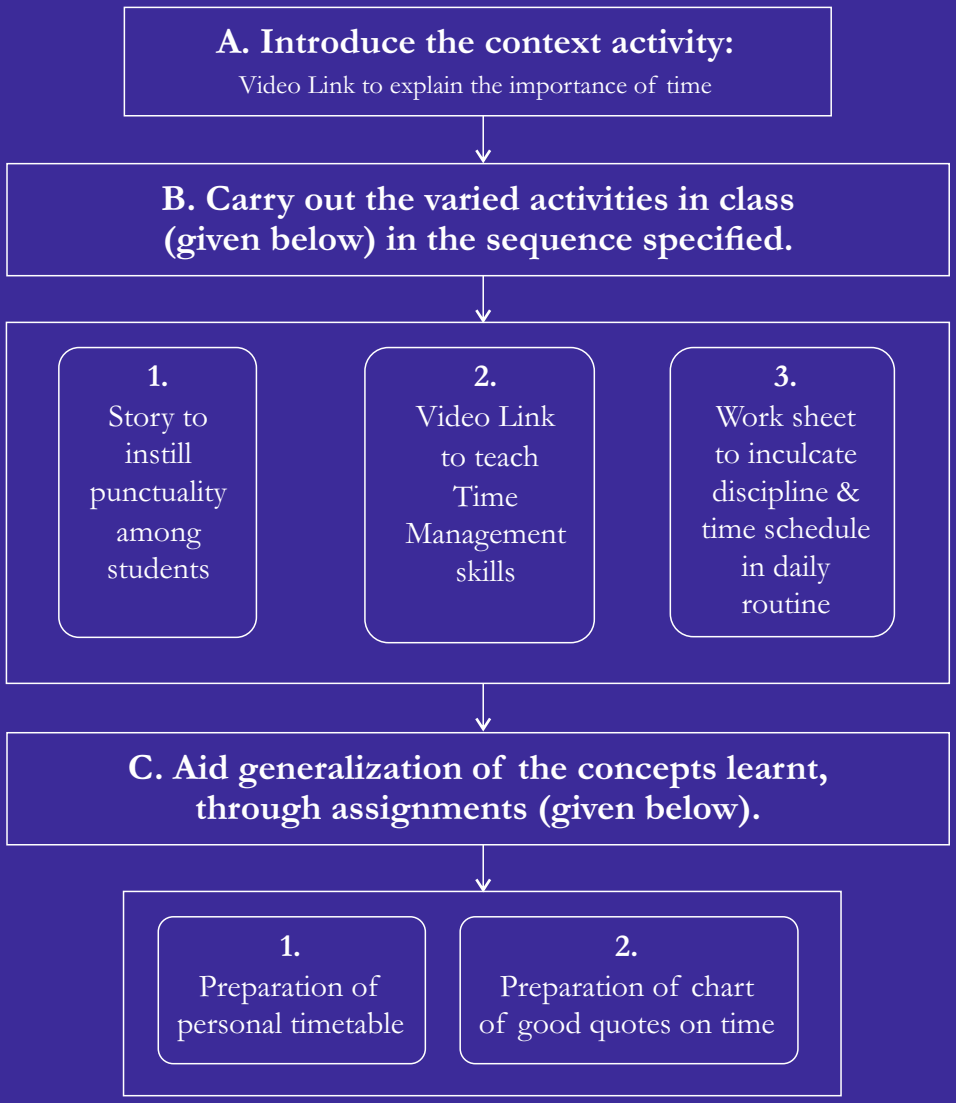
- Distinguish between events occurring in time by using vocabulary like earlier-later
- Differentiate between events of short and long duration
- Verbal description of the sequence of events happening in a day.
- Learn punctuality & Importance of time
- Time management skills

## III. Process & Action Plan

*"Time and tide wait for none."*

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page :


A. Introduce the context activity:
Video Link to explain the importance of time
B. Carry out the varied activities in class (given below) in the sequence specified.
1. Story to instill punctuality among students
2. Video Link to teach Time Management skills
3. Work sheet to inculcate discipline & time schedule in daily routine
C. Aid generalization of the concepts learnt, through assignments (given below).
1. Preparation of personal timetable
2. Preparation of chart of good quotes on time

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the **core approach** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The core **values being** considered are **Punctuality & Time management** along with other sub-values like discipline,

The unit also provides the scope to develop the following life skills in the students: *observation, organisation*

## IV. Activities & Related Discussion

### A. Context for the teacher to start:

Teacher can show this video and discuss with students about importance of time. When we do not do things or activities in stipulated time there is no point of repenting as we can never go back and do it again. Link
https://www.youtube.com/watch?v=9pXiq2ufA1E
Students of Grade –I are not sure on time concepts, it is best to start this lesson with a discussion of morning, afternoon, and night.

- When do you get up?
- When do you brush your teeth?
- When do you have breakfast?
- When do you get on the bus for school?
- When do you reach school?
- When do you have lunch?
- When do you leave the school?
- When do you reach home?
- When do you have dinner?
- When do you sleep?

Have students put these into the appropriate categories of morning, afternoon, and night. Teacher shall tell the students that there are special times in the day when we do certain things. And clock shows us time. Show them the analog clock (the toy or the classroom clock) and the digital clock. Teacher can ask them time duration of math class, English class, recess.

- What happened earlier?
- Which happened later?
- What was the sequence?
- "Which were of a longer duration?
- Which were of a short duration?

By taking examples from textbook /from daily life/some innovative methods like fun activities, worksheets/video/ eliciting responses from students and by asking different questions, Students learn earlier-later, Short Duration-Long duration & Sequence of events

**B. Value based Activities**

**Activity 1: Story: Importance of Punctuality**

Teacher shall narrate the story of **Punctuality** to students

Once upon a time there was a boy named Rohit who always tardy and late. One day Rohit was late for school.

His teacher Miss Geeta asked, ``Why are you late, Rohit?"

Rohit said, "Madam, I could not find my pencil box this morning. I searched for more than two hours and finally found it on my sister's bed. My little sister played with it last night. She then left it on her bed". That is his answer.

Teacher accepted his request.

A few days later, Rohit was again late for school. This time again he told a story.

He said "Madam. I could not find my water bottle this morning. I searched from them at every corner of the whole house."

``Where did you find your water bottle then?" asked Miss Geeta.

``Madam, I found it in my sister's bag."

Miss Geeta asked, `` How did the water bottle come to be in the wrong places?"

``Yesterday, she took my bottle when she went to her dance class and she kept it in her bag,"

Rohit Explained to her madam.

Rohit was ashamed of his explanation every time in front of his class. She warned, ``Rohit, this is not a good habit. You must keep your things at proper places before you go to bed. Your bag, books, water bottle and pen box must all be ready before you sleep. In this way you do not have to waste your time for searching them in the morning".

Rohit decided to follow his teacher's advice. Now he keeps all his things at proper places. He is very punctual. He does all this work on time. His teacher is very happy to see him.

**Discussion.**

1. Why was Rohit late to the class first time?
2. Why was Rohit late to the class second time?
3. Does he tell the truth to teacher?
4. Does he follow a good habit?
5. What good habit should he follow?
6. Is coming late to school a good habit?
7. Why was Rohit ashamed?
8. What advice did Miss Geeta give?
9. Would you all like to follow the advice of Miss Geeta?

Teacher can inculcate the value of time among students; this can be done by emphasizing on the importance of being on time to class. The teacher should also teach the lesson that if students perform tasks such as preparing for class a night before and follow this routine with proper discipline they will be on time to school. By doing so the student will not be punished and teachers and friends will always be happy with the student.

Teacher should explain to students that everyone should respect time, it is vital for a better life. Being punctual in life will help them become successful.

**Activity 2:**

Teacher shall show this video and discuss with them regarding regular studies and homework. Once it gets accumulated it will be difficult for them to cope up with studies.
Link https://www.youtube.com/watch?v=R7kLkKVxne4

**Discussion**

1. Why Shivam hesitated to go to school?
2. What all excuses was he making to avoid school?
3. Were his actions correct?
4. What made him go to school finally?
5. What did teacher ask him when he went to school?
6. How Shivam completed his homework?

7. Was it an easy task?
8. What lesson did Shivam learn from his wrong actions?
9. What is the moral of the story?

The teacher shall tell the children right usage of time will help them to enjoy everything. Family, time, watching TV, playing with friends. They should learn to organize and manage time effectively

**Activity 3**

Teacher can give a worksheet about the activities regarding daily routine after discussing with them to solve in the class to inculcate to follow a discipline and time schedule for a healthy & disciplined life.

## V. Assignments

1. Prepare personal time table/Sequence schedule for daily routine ( Teacher shall discuss in class and guide students)
2. Prepare a chart for homework, regular studies, hobbies, watching TV and outdoor play separately (Teacher can check it and encourage them by giving reward points for best time management Practices)
3. Prepare some good Quotes of time and put it the classroom and school

Reference: https://in.pinterest.com/

## Resources

*References:*

1. NCERT Mathematics Textbook of Grade I/
2. https://www.youtube.com/watch?v=ycnp9P4ZWqA (Time & tide wait for none)
3. https://www.youtube.com/watch?v=R7kLkKVxne4 - shivam story on HW
4. https://www.youtube.com/watch?v=9pXiq2ufA1E - (Lazy Boy)- Context
5. https://www.youtube.com/watch?v=M-P_ULY86dU-King & Lazy Man only story with characters)

*Resources for Teachers:*

# Unit 7

**Measurement**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Measurement | **Core Values considered:** Precision and Accuracy<br><br>**Other Sub-Values:** Confidence<br><br>**Life skills:** Thinking attention, observation, comparison& estimation skills | **Value integration Activities:-**<br>1. By interactions, videos, games and activities teacher make them understand concept of measurement which requires precision and accuracy<br>2. Twister Game :Teach them to be precise in their action to win the game.<br>3. Teddy Bear/Soft ball Game: Teach them precision& accuracy to win the game<br>4. Play video to teach students precision and accuracy<br>5. Assignment: Measurement of furniture at home & preparation paper boat and flowers |

## Materials / Resources needed

**Value Integration:-**

1. Twister Mat & Twister Pin
2. Teddy Bear/Soft Ball
3. some items as Rewards for children
4. Facilities and Equipment to show videos
5. Ncert Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-** In this chapter the discussions ,activities and games are in incorporated to make students realize that if measurements are not accurate then it will lead to gross errors whether it is constructing a house or boat or any item which we use in our daily life. Precision & Accuracy is one quality everyone should possess. Being precise means having an eye for detail, this quality will help one stand out from the crowd. Through this chapter teacher can inculcate these qualities so that whenever they take up any work they will do with precision and accuracy.

The key discussions are:

1. Fun activities & discussions of real life to connect students with measurement.

2. Twister game to encourage students to be careful and focused.

3. Teddy Bear Game- through this fun game students learn about the importance of precision. They will be able to apply this quality in further studies and their any future course.

4. Play video to teach students precision and accuracy is important or else one will not get the expected result.

5. Assignment:

1. Measure length & breadth of the furniture's at home. By making a table/chart
2. Make a paper boat and a flower of their choice with precision and accuracy to instils in students a sense of confidence

Grade I No: of Periods – 7Hrs

**Unit 7**

**Measurement**

**Precision & accuracy**

## I. Introduction

The lesson 'Measurement' teaches the concepts of length and weight and all related terms with it. Comparison of lengths and weights by conservation experience and superlative forms is mainly covered in this chapter. Main focus of this unit is to introduce and explore measurement, as non – standard units can be used to measure objects. Comparison and estimation of lengths and weights of objects is the main agenda of this lesson

Estimation and comparison of length and weight requires the skills of precision and accuracy. If your measurements are not accurate then it will lead to gross errors whether it is constructing a house or boat or any item which we use in our daily life. When we look at nature, we see that every living and non-living thing that exist naturally has a precise and definite measurement.

Accuracy and precision play an important role in everyone's life. Taking our own bodies as examples, we notice the accuracy in measurements every part of our body whether it is our hands, fingers, legs etc. Similarly, any work whether it is an experiment in lab, cooking, playing a game, everything requires accuracy and precision for the results to be good. Through this chapter teacher can inculcate these qualities so that whenever they take up any work they will do with precision and accuracy.

## II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals:

- Identify the meaning of the following vocabulary near, far, thin, thick, longer/taller, shorter, high, low etc. in mathematics
- Learn the concept of length ,compare lengths of objects and arrange in order
- Measure short lengths using non-standard units (e.g. hand span, feet and pencil)
- Estimation of short distances and lengths and their verification using non uniform units
- Learn the concept of Weight, Compare heavy and light objects

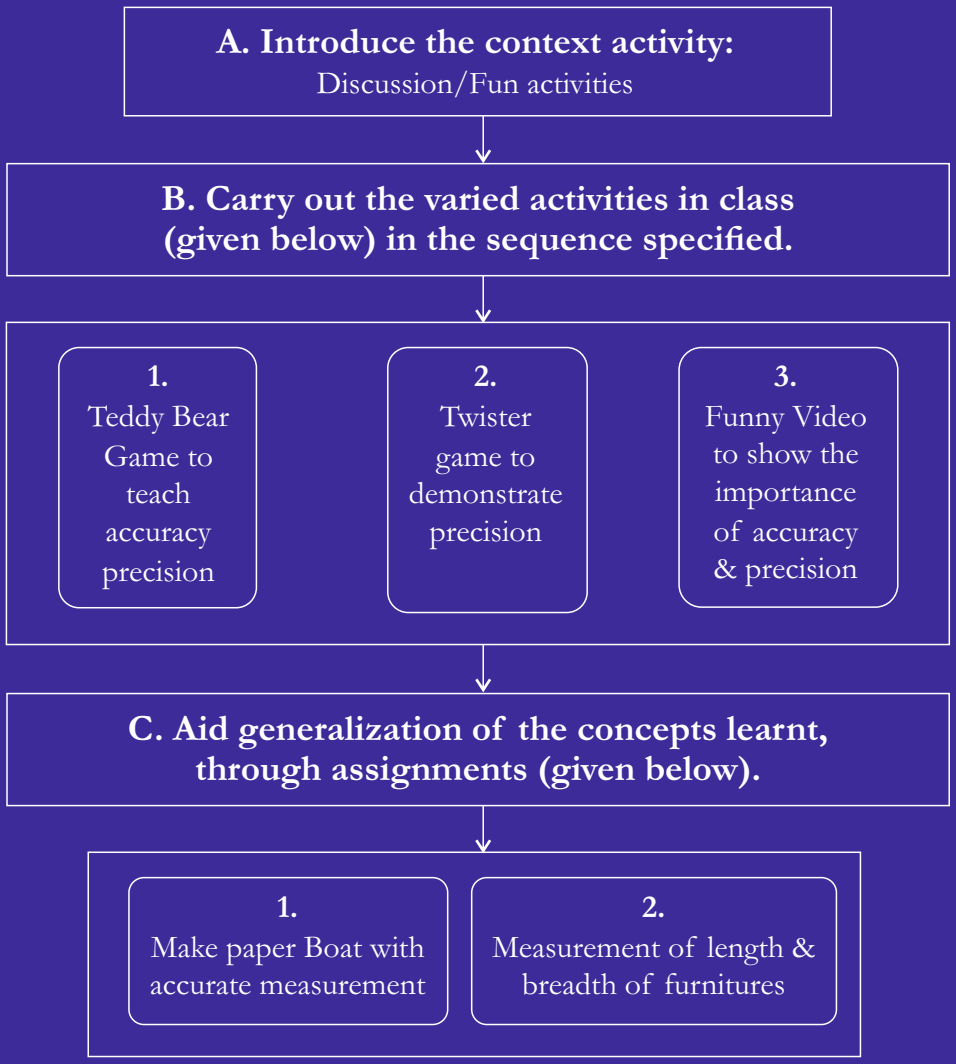
- Understand the significance of values of accuracy and precision
- Incorporate the values in their daily life

## III. Process & Action Plan

*"Precision, accuracy and pondering in wisdom and sciences, will nourish and develop a person's brain."*
*-Jafar ibn Muhammad*

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page :


A. Introduce the context activity:
Discussion/Fun activities
B. Carry out the varied activities in class (given below) in the sequence specified.
1. Teddy Bear Game to teach accuracy precision
2. Twister game to demonstrate precision
3. Funny Video to show the importance of accuracy & precision
C. Aid generalization of the concepts learnt, through assignments (given below).
1. Make paper Boat with accurate measurement
2. Measurement of length & breadth of furnitures

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the **core approach** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The **core values** being considered are **Precision & accuracy** along with other sub-values like *confidence*

The unit also provides the scope to develop the following life skills in the students: *attention, observation, comparison & estimation*

## IV. Activities & Related Discussion

### A. Context Activity: Discussion & Fun Activity

Teacher shall bring some solid objects to teach students terms such as thick – thin, longer – shorter, high-low, near-far etc. and the same can be discussed in class using common objects. This can be done by asking different questions like,

- Why do you think it is thick/thin?
- Why do you think it is heavy /light

and ask them to arrange in ascending or descending order of length.

Teacher shall tell one group of students to measure the length /breadth of the room by using their feet and another group to measure the other furniture in the class room with hand spans or pencils and note down in their books .Teacher also can give solid objects to the students to compare the weight of objects to write it on the paper or book. Children enjoy these hands on activity and learn collection of same colour/type of articles, record it in their book and present to the teacher.

### B. Value based activities

**Activity 1: Twister Game** (Twister mat/teacher can draw different colored circles on the floor with the help of students, twister spin to be prepared)

The teacher can use the below video to understand the concept of the game or use it to teach the rules to students.

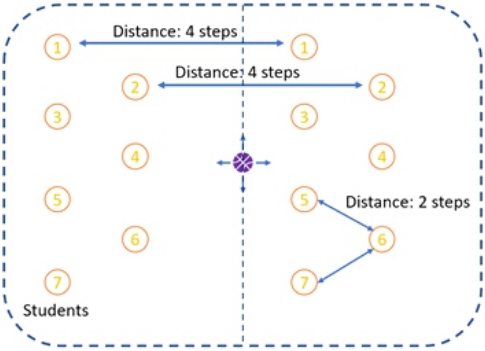
Teacher shall guide students how to play the game Twister Rules

- Players first remove their shoes and stand at opposite ends of the mat, near the word twister, facing each other. Teacher can add more players
- 2-4 players face each other, standing on the outside of the mat
- A referee spins the spinner, then calls out the body part and the colour the arrow points to ("Left foot, blue," "Right hand, yellow").
- All players, at the same time, follow the directions, placing the appropriate body part on an open circle.
- When a player's elbow or knees hit the mat, they are eliminated. The last player left standing is the winner

Through this activity teacher shall encourage students to be careful and focused, The teacher should also emphasize to the students the importance of being precise in their movements otherwise they will lose the game. Here the students again learn the importance of being precise in their actions and by rewarding the students for victories; the teacher can reinforce this concept.

**Activity 2: Teddy bear/soft Ball game**

Teacher shall instruct students to form a formation as given in the image below.




Students are required to be in the formation, depending on the space the teacher can change the distance between students.

When teacher/referee calls out the name or number of the student she/he should call the name of the person to who he/she shall be throwing the teddy bear and then proceeds to throw the teddy bear. The teacher should ask questions to the student (thrower) once the throw is complete:

1. What is the distance between the two students?

If the throw is inaccurate or the answer to the question is incorrect then the student shall be asked to step out of the game.

The throwing and catching should be done precisely. Students should not move from the place. If they move or take more time they will be out. Teacher can divide into two groups/one group. The student who remains till last will be the winner. Teacher can appreciate with rewards.

Through this activity and follow up questions, the teacher encourages students to focus on being accurate not only in terms of catch and throw but also be able to answer questions related to distance precisely.

Through these fun game students learn about the importance of precision. They will be able to apply this quality in further studies and their any future course.

**Activity 3**

*By showing this funny video* Link (https: // www.youtube.com / watch?v =9h9Hn GTyBys) *teacher can explain the importance of accuracy and precision*

Discussion:

1. Can anyone tell why the waiter dropped the glasses of wine?
2. Why the swimmer fell down?
3. Why the truck tumbled down?
4. Why the man while walking on the bridge fell in water?
5. Why the old man lost the target?
6. Why the scooter gone without the rider?
7. Why the men with big ball hit each other?
8. What happened to the cat?

Through the above video and discussion, the teacher should explain to the children that no matter how good or expert you are the precision and accuracy is important or else one will not get the expected result.

## V. Assignments

1. Measure length & breadth of the furniture's at home. By making a table/chart
3. Make a paper boat and a flower of their choice with precision and accuracy.

Teacher/parents can share age appropriate responsibilities. Performing these

assignments instils in students a sense of confidence if the measurements are not precise the boat or flowers won' look proper. Therefore, by experience they learn the importance of precision. Teacher shall check the work of students and appreciate if they are made appropriately else the teacher may correct or guide them

## Resources

*References:*

1. NCERT Grade-I Mathematics Textbook
2. https://www.youtube.com/watch?v=9h9HnGTyBys (Precision
3. https://www.youtube.com/watch?v=7A5XO0udmdo (reference - Twister game)
4. https://www.youtube.com/watch?v=FRbCyaTempI (reference - Twister game)

*Resources for Teachers:*

# Unit 8

**Numbers from Twenty-one to Fifty**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Numbers from Twenty one to Fifty | **Core Values considered :** Mindfulness, Care, Gratitude<br><br>**Other Sub-Values:** Confidence, respect, orderliness, discipline<br><br>**Life skills:** Critical thinking, logical reasoning, grouping, categorization, compare, observation, attention, focus, listening | **Value integration Activities:-**<br>1. By interactions, songs and discussions teacher elicits numbers from 21 to 50<br>2. Play read/hear heartbeat game to make them know mindfulness(Paying attention)<br>3. Game of Simon Says for mindfulness Discussion<br>4. Video for mindfulness& Discussion<br>5. Prepare project book of favourite things. |

## Materials / Resources needed

**Value Integration:-**

1. Videos,
2. Facilities and Equipment to show videos.
3. Flash Cards with Numbers, Charts, match Sticks, Marbles, Leaves facilities for conducting activities
4. Ncert Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-** In this chapter the activities and games are incorporated in such a manner that children learn and realize that almost all the things we do in our real life involve numbers. To observe and feel its beauty, the orderliness, the sequencing, the comparisons we need to have a curious mind, a focused attention which will happen only when you have mindfulness, the awareness of present. By being aware and mindful of oneself, one can live every moment of life to the fullest.

Extending the concept of this lesson to daily life, this value allows one to be able to handle adverse situations in a calm manner. Through this lesson one can connect numbers to relationships and inculcate the value of caring, being respectful & grateful to elders and loved ones. Through this value our aim is to encourage students to develop positive routines which will help in developing a positive personality

The key discussions are:

1. Discussion & video link of number songs with students regarding the numbers they can relate with real life give them revision of numbers which they have studies previous classes.

2. Activity of observation of heart beats & conducting a discussion around the same teaches students When they are mindful they will be focusing on whatever they are doing at the moment. When practiced, mindfulness regularly they will have good benefits.

3. Simon Says Game & discussion: The intention of this mindfulness game is to teach students that it is not only important for one to be mindful, aware and attentive while answering in class but also to be the same in daily life as well.

4. Mindfulness video , enhance their focus and stay grounded in the present moment and register the value of caring and gratefulness attitude among students

5. Assignment: Preparation of book of favourites things helps students to practice the values they have learned and continue doing so for life.

Grade I No: of Periods – 8Hrs

**Unit 8**

**Numbers from Twenty-one to Fifty**

**Mindfulness, care & gratitude**

## I. Introduction

'Numbers from Twenty one to fifty' is an extension of chapter 2 &5 which enables the concept of grouping and categorization other than counting which already learned from previous chapters. Mathematics especially numbers helps children to be independent and critical thinkers. .

Mathematics plays a major role in a child's development and helps children makes sense of the world around them. Children at this age are beginning to explore patterns and shapes, compare sizes and count objects. Children, use a variety of methods to problem-solve and talk about their findings.

Almost all the things we do in our real life involve numbers. To observe and feel its beauty, the orderliness, the sequencing, the comparisons we need to have a curious mind, a focused attention which will happen only when you have mindfulness, the awareness of present. By being aware and mindful of oneself, one can live every moment of life to the fullest.

Extending the concept of this lesson to daily life, this value allows one to be able to handle adverse situations in a calm manner. Inculcating his value in daily life helps in leading a happy and satisfied life. Through this lesson one can connect numbers to relationships and inculcate the value of caring, being respectful to elders and loved ones. Extending the lesson on relationship further, we also teach the importance of being grateful. Through this value our aim is to encourage students to develop positive routines which will help in developing a student's personality in a positive manner

## II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value-based goals:

- Group and categorize the given numbers in terms of tens and ones, Count Numbers from one to Fifty, make a group of 10 and write Numerals
- Complete the Table, Tick the Group with More Objects, Join in Order
- Write the Missing Numerals, Circle the Biggest Number, Smallest Number

- Recall the numbers coming before and after a given number, Do Addition & Subtraction
- Incorporate the value of being mindful and aware by staying in present moment. Develop a good presence of mind and logical reasoning which is essential for communicating thoughts clearly and cope up with challenges/difficulties
- Learn to be disciplined and consistent
- Inculcate the value of relationships, kindness and care for everyone

## III. Process & Action Plan

"A teacher affects eternity: he can never tell where his influence stops."

-Henry Adams

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page :

**A. Introduce the context activity:**
Demonstration and video link (Song)

**B. Carry out the varied activities in class (given below) in the sequence specified.**

**1.**
Read Heart beat to instill mindfulness

**2.**
Simon says game to inculcate concentration and focus

**3.**
Video Link to demonstrate the importance of living in present and caring

**C. Aid generalization of the concepts learnt, through assignments (given below).**

**1.**
Prepare book of favourites things.

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the **core approach** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The **core values** being considered are **Mindfulness, care & gratitude along with other sub-values** like *discipline, confidence, respect*

The unit also provides the scope to develop the following life skills in the students: *Critical thinking, logical reasoning, grouping, categorisation, compare, observation, attention, focus, listening*

## IV. Activities & Related Discussion

### A. Context Activity for the teacher to start:

Teacher can introduce the lesson by showing bundles/Groups of 10 objects and ask them to count how many bundle of match sticks/Marbles/Leaves…

**Counting songs** help reinforce children's understanding of number sequence in a fun way. (Video Link 1)- https://www.youtube.com/watch?v=1wRe1_TS1rk

Teacher can introduce the topic by checking and creating a connection with student's previous knowledge of double-digit numbers: count, matching before/after, more/less

By taking examples from text book /from daily life/some innovative methods like activities, worksheets/video/ eliciting responses from students and by asking different questions, Students learn the numbers from Twenty one to Fifty and all the concepts mentioned in the text

### B. Value based Activities

**Activity No. 1**

Teacher can take an activity Read/hear your Heart beat

This is a regular jumping exercise but teacher should instruct students to read/hear their heartbeat when they jump.

- **Step 1**:Ask students to stand still and observe their heartbeat
- **Step 2**: Ask them jump continuously for a minute without any interruption (Teacher can decide the time depends upon the age and ability of students)
- **Step 3**: Ask them to pay attention to their heartbeat now
- **Step 4**: At the end of this fun activity, ask them to record their observations.

After conducting this activity the teacher can conduct a discussion with the students. Some of the students will not be able to do this activity in a right way or not able to count their heart beats. Teacher can help them and make them understand why they are not able

to do it. When they are mindful they will be focusing on whatever they are doing at the moment. When practiced, mindfulness regularly they will have good benefits.

Reference: https://www.momjunction.com/articles/mindfulness-activities-for-kids_00487342/

**Activity No. 2**

Game of Simon says (which already they have done in previous chapter Therefore teacher need to make different instruction to play

This is exciting mindfulness game that is sure to get the children excited. Teacher can instruct children to form a circle depends upon the place available as this game demands space to move around, teacher can make batches if requires.

**E.g.**

- Do jumping Jacks
- Play air guitar
- Sway your hips
- March like a soldier
- Hand on your head
- Bark like a dog
- Hand on your knees
- Walk like a duck
- Clap your hands
- Roar like a lion
- Hug yourself
- Run in place

**Here is how to play Simon Says:**

1. Designate a "Simon" to lead everyone (it might be best for an adult to play Simon first).
2. Simon stands in front of the other players and instructs them to do physical movements
3. The players should only do what Simon instructs them to do if he or she says "Simon says" at the beginning.

4. If a player follows one of Simon's instructions that is not prefaced by "Simon says," he or she is eliminated from the game.
5. The last player standing wins.

**Discussion**

Once you finish the game, talk to your children about how hard or easy it was to follow the instructions and pay attention to the "Simon Says" at the beginning. Discuss the importance of paying attention and being present.

After the activity, the teacher can explain to students that it is not only important for one to be mindful, aware and attentive while answering in class but also to be the same in daily life as well. For e.g. students should be attentive when their elders, teachers are speaking or while they are playing to avoid being hurt.

Reference; https://in.pinterest.com/pin/479563060321751785/

**Activity No. 3 Mindfulness Video**

Teacher can discuss the importance of being present, aware and mindful. The teacher can do so by showing the following vide (Video link 3 - https:// youtu.be/ fmWYD6aHLhg) After showing the video, the teacher can conduct a discussion with the students on different parts of the video such as:

- When was the last time you helped an elderly person?
- Are you thankful to have such a loving family and friends?
- Did you enjoy the lesson we studied today?

The teacher can ask similar questions as applicable to elicit response from students and register the value of caring and gratefulness.

## V. Assignments

1. Prepare book of favourites things (Teacher shall guide students with examples)

## Resources

*References:*


1. https://positivepsychology.com/mindfulness-for-kids/
2. https://www.momjunction.com/articles/mindfulness-activities-for-kids_00487342/
3. https://www.youtube.com/watch?v=fmWYD6aHLhg&feature=youtu.be
4. Ncert Mathematics Textbook of Grade I


*Resources for Teachers:*

# Unit 9

**Data Handling**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Data Handling | **Core Values considered:** Honesty, Discipline& Responsibility<br><br>**Other Sub-Values:** Confidence, respect<br><br>**Life skills:** Organisation, listening presentation, sorting, observation, interpretation, data recording and analysing skills. | **Value integration Activities:-**<br>1. By interactions, videos stories and activities students learn collection, organization, recording and presentation of data. through an activity ( children are instructed to give honest answer)<br><br>2. Design and write down rules of the classroom after discussion with students- ( children are expected to take responsibility of the class to maintain discipline)<br><br>3. Conduct guided survey. (students follow honesty ,responsibility and discipline while doing survey)<br><br>4. Play Video /narrate the story to inculcate the value of honesty)<br><br>5. Assignment: Collection of coins |

## Materials / Resources needed

**Value Integration:-**

1. Colored Chart papers, pens
2. Facilities and Equipment to show videos
3. Ncert Text Mathematics Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-** In this chapter the activities, stories and games are incorporated to make students topic very involving and interesting. Students learn Honesty, Discipline and Responsibility while doing this exercise. They should collect correct data, put it in proper order and interpret it with utmost responsibility to present in front of others.

Through this chapter teacher can inculcate these qualities by hands on experience in the class and register in them so that it will become a habit. Before doing any activity or work they can follow the values learned from these lessons which will be helpful to them in their future life

The key discussions are:

1. Discussions on the activities of real life with students to introduce the new topic Data Handling through an activity (children are instructed to give honest answer)

2. Classroom management rules preparation activity to make them understand the importance of responsibility & discipline

3. Conduct guided survey by students where they follow honesty, responsibility and discipline while doing survey)

4. Play Video /narrate the story a to inculcate the value of honesty)

5. Assignment: Collection of coins

Data handling is meant for collection, recording organization, analysis and presentation of data in away that common man can understand easily.

While doing this task students learn qualities like honesty in collection of data, discipline while organizing and responsibility of presentation.

Exposure and understanding of such values are essential at a young age as it will help in moulding the personality of the child in a positive manner.

Grade I No: of Periods – 6Hrs

## Unit 9

## Data Handling

## Honesty, Discipline & Responsibility

### I. Introduction

The lesson 'Data Handling' means gathering and recording information and then presenting it in a way that is meaningful to others or easily understandable to others. The good thing about gathering or collection of data is that it is completely relate with real life. Students interact with data all the time unknowingly. The real life aspect makes students this topic very involving and interesting. Students learn Honesty, Discipline and Responsibility while doing this exercise. They should collect correct data, put it in proper order and interpret it with utmost responsibility to present in front of others.

Honesty plays an important role in everyone's life and it is a character, honest person, by society is one of the best tributes one can dream of in his/her entire life. Honesty is a practice which is built gradually and patiently, at home and at school. Hence home and school are the best places for a child to develop and practice this quality. Honesty is valuable and it is the habit of utmost importance. There are famous quotes, said by a great personality "Honesty is the first chapter in the book of wisdom". It holds good due to its ability to build, shape and motivate integral values in one's life. Through this chapter teacher can inculcate these qualities by hands on experience in the class and register in them so that it will become a habit for them. Before doing any activity or work they can follow these lessons which will be helpful to them in their future life

### II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value-based goals:

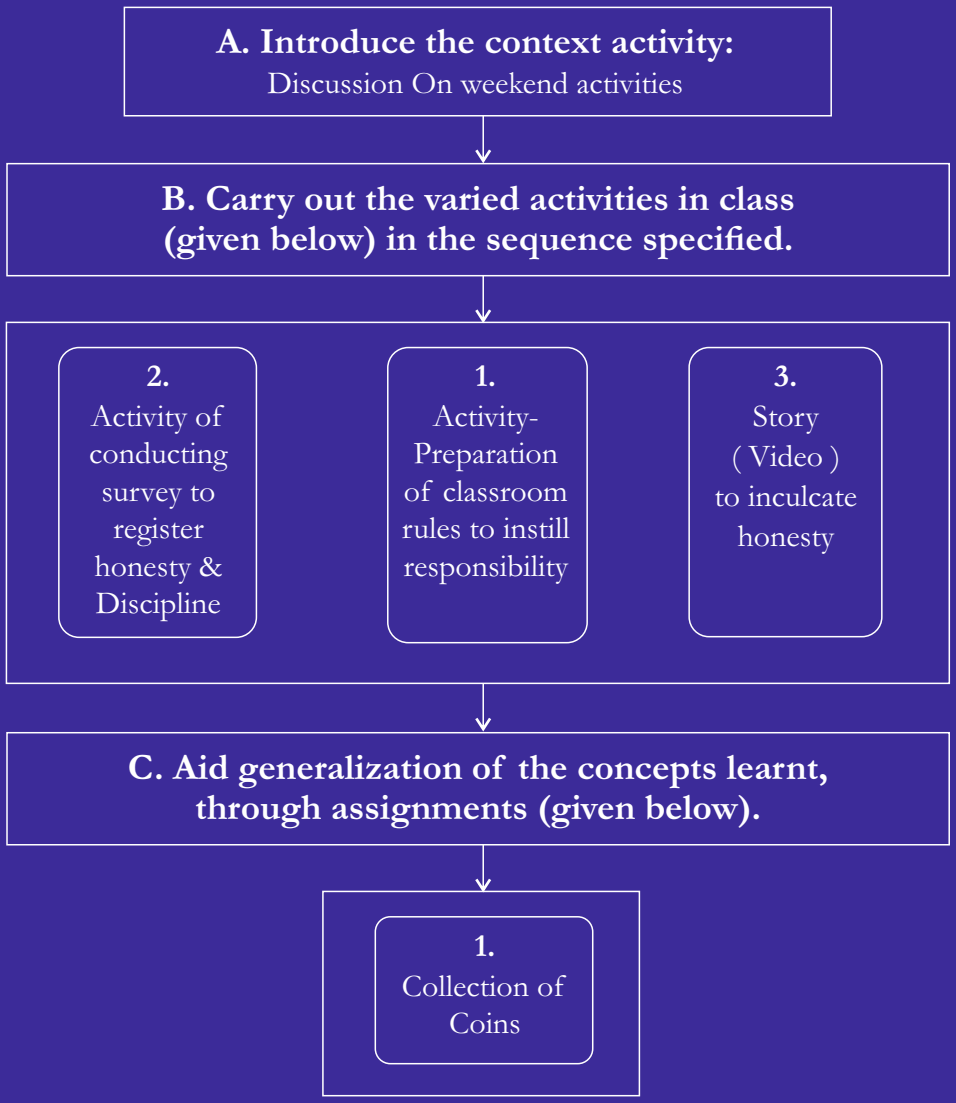
- Collect information,
- Record information
- Interpret simple information by looking at visuals.
- Present consolidated Information
- be honest in their activities and follow discipline
- do any work assigned to them with responsibility

## III. Process & Action Plan

*"Getting organized is easy. Staying organized requires discipline" Laurie Palav*

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:


A. Introduce the context activity:
Discussion On weekend activities
B. Carry out the varied activities in class (given below) in the sequence specified.
2. Activity of conducting survey to register honesty & Discipline
1. Activity- Preparation of classroom rules to instill responsibility
3. Story ( Video ) to inculcate honesty
C. Aid generalization of the concepts learnt, through assignments (given below).
1. Collection of Coins

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the **core approach** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The **core values** being considered are **Honesty, Discipline& Responsibility** along with other sub-values like *Confidence & Respect*

The unit also provides the scope to develop the following life skills in the students: *Organisation, listening presentation, sorting, observation, interpretation, data recording and analysing skills.*

## IV. Activities & Related Discussion

### A. Context Activity for the teacher to start:

Teacher can conduct a discussion session in the class of their weekend activities and make a chart with the help of students. Or take data from your students by asking them to say what they brought for lunch. Write this on the board in categories. For example, the categories could be salad, sandwich, pizza, roti, idli and other.

| What are your weekend activities | | | | |
|---|---|---|---|---|
| Play with friends | Watch TV | Go for Shopping | Sleep More | Visit Friends |
| | | | | |
| | | | | |

Now the teacher can introduce the topic data handling by giving them a mixture of different colour of beads/Marbles/different types of seeds/coins. Ask them to group them as per colours/type and count each colour/type. Ask them to write it on the paper or book. Children enjoy these hands-on activities and learn collection of same colour/type of articles, record it in their book and present to the teacher.

### B. Value Based Activities

**Activity 1:**

Teacher can make/design a class room rules with the help of students by taking every students inputs regarding honesty, discipline & responsibility. Teacher shall ask different questions and take a unanimous decision and frame the rules and monitor students follow it.

E.g.:

- What should be the time all students come to school?
- What should they do when teacher teaches?

- How they should behave with class mates?
- What should be done to keep your class room clean?
- When you go for PE Class or music class what should be the rule followed

Reference https://www.google.com/search(Some examples for teachers reference)

Teacher can create responsibility discipline and honesty by doing this activity. Post discussion of classroom rules teacher can make them to write it on their book. Then teacher should make groups and divide the rules to different group and guide them to make posters for the class. Teacher can categorize the posters It can be like good manners, maintaining discipline, Keeping the classroom clean, helping teachers & other students etc. and give responsibility to each team to monitor and report. This will inculcate a responsibility and discipline among children. So that they will report to teacher honestly. Teacher should appreciate students who follow classroom rules and correct students those who do not follow. Every month teacher should rotate the responsibility.

**Activity 2:**

Teacher shall guide students to do a survey in class on different aspects

Steps to follow

- Divide students into groups of five.
- Assign each group their topic of survey
- Tell them to organise the materials required for survey (properly labelled chart, pen, list of questions)
- Collect the information (Instruct every student give honest answer) and record them honestly.
- Instruct them they should follow discipline ,ask questions politely, one student at a time, divide the questions among the group members. do not make any confusion or disturbance in the class

- Students should collect all information and record the same in the chart, each student should present it to the class as well. The teacher should explain that it is the student's responsibility to collect, record, interpret and present the data. Through this we inculcate the quality of honesty, discipline and responsibility.
- Teacher can prepare the following types of questions for the survey( Each Group 5 questions).depends upon the group teacher should make questions for them

**Set I**

1. Favourite fruit of each student (Apple, Orange, Pear, Banana, Mango)
2. Favourite breakfast drink (Milk, Hot Cocoa, Juice, Coffee, Milk shake)
3. Favourite colour (Blue, Yellow, Green, Red, violet)
4. Favourite game/sports (Football, Cricket, Basketball, baseball, soccer)
5. Favourite animal (Dog, Cat, Lion, Tiger, Dear)

**Set II**

1. Numbers of students come to school by school bus.
2. Number of students come to school by own car.
3. Numbers of students come to school by Van.
4. Numbers of students come to school by rickshaw.
5. Numbers of students come to school by walking.

Teacher shall prepare more set of questions as per group

Through this activity teacher can inculcate organization skills, recording skills, analyzing skills, and interpretation and presentation skills. While doing these activities they learn honesty, discipline and responsibility.

**Activity 3: Story of Honest Girl Link** (https://www.youtube.com/watch?v=-jh9WPM14lA )

**Discussion:**

1. Where did Ted & Zoe got extra money?
2. What advice did granny give to Ted & Zoe?
3. What is the name of the girl in Grandma's story?
4. Could you tell me the behaviour of Sophia?
5. What did teacher tell her to bring from the class room before the assembly?
6. What did she do when she reached the class room?
7. Who entered the classroom when she has seeing the pen?
8. Where did she keep the pen?
9. Whose pen was missing?

10. To whom did teacher doubt & why?
11. Why didn't Sophia tell the truth to teacher?
12. What happened to Sophia at home at night?
13. Why did she decide to accept the mistake and apologise?
14. What was the reaction of the teacher?

Through the above story and discussion, the teacher should explain to the children that if you get something by improper means you should give it back or return the same. They will make the people who lost something that were dear to them happy. The teacher should emphasize that honest people get respect everywhere and always.

## V. Assignments

**Collection of coins:**

Teacher should instruct students to collect coins of one', 'two', 'five', 'ten' rupees from parents and relatives for helping children of nearby orphanages or NGO who works for children education. Count it, record it present it and hand over to teacher.

Teacher/parents can share age appropriate responsibilities to enable children to learn how to work together being organised, honest and responsible to reach a goal. This gives them a sense of confidence staying focused and works independently over the responsibilities assigned to them while providing them with age-appropriate ideas

## Resources

*References:*


1. https://www.youtube.com/watch?v=RLPUN-hkdYw (Story of Honest Thief)
2. https://www.youtube.com/watch?v=5jJGdvajjjk (Story of Honest Boy)
3. https://www.youtube.com/watch?v=-jh9WPM14lA (Story of Honest Girl)


*Resources for Teachers:*

# Unit 10

**Patterns**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Patterns | **Core Values considered :** Harmony, Peace & Inclusivity<br><br>**Other Sub-Values:** community building and respect for diversity.<br><br>**Life skills:** Observation, communication &Logical Reasoning, | **Value integration Activities:-**<br>1. By activities and games teacher elicits different types of patterns or identifies the next pattern through playing games as mentioned in the text book/other innovative games<br>2. Nature walk to show the harmony in environment<br>3. Role play to explain teamwork harmony in classroom. Play video and discussion/reflection on the order and harmony in habits<br>4. Role play to show how order and harmony make food tasty<br>5. Picture book of food Item& journal entry of patterns students experience everyday. |

## Materials / Resources needed

**Value Integration:-**

1. Blocks, cards, Matchsticks, Ice-cream sticks, beads, leaves to make patterns
2. Facilities and Equipment to show videos
3. NCERT Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-**

In this chapter Pattern the activities are incorporated in such a manner that teacher can inculcate the value of confidence and sense of harmony- Confidence to take the right steps and accepting harmony as way of life. The ability to recognize and create patterns helps them to make predictions based on their observations; this is an essential skill in mathematics. Understanding patterns helps prepare children for learning difficult number concepts and mathematical operations. Learning on 'Patterns, is the starting point for getting an organized structure for the learning of Mathematics and how all things in this universe co-exist in harmony & peace. The key discussions are:

1. By discussion on classroom objects & activities help them to identify patterns co-exist in our life.
2. Nature walk/Video helps students to observe and learn everything we see in the world around us has a pattern. The ability to recognize it in the surrounding environment helps one to realize harmony in every living and non-living things.
3. Role play and activities in the classroom to explain teamwork& harmony and thereby confidence building in classroom
4. Sandwitch making activity show how order and harmony make food tasty
5. Assignment

   i. Picture book of food Item and its ingredients with proper order

   ii. journal entry of patterns students experience everyday. . .

Grade I No: of Periods – 10Hrs

**Unit 10**

**Patterns**

**Harmony and confidence**

## I. Introduction

The application of mathematics is everywhere. It is a universal subject living a life without mathematics is unimaginable. All other subjects are also interrelated to mathematics one way or other. Learning of mathematics marks the development of number of productive values in students. Mathematics plays a major role in a child's development and makes sense of the world around them. Children at this age are beginning to explore patterns and shapes, compare sizes and count objects. Children use a variety of methods to problem-solve and talk about their findings.

Patterns help us to shape thoughts and create order in our lives. As we begin to connect patterns in nature and life, they bring a sense of **harmony** to our minds. Patterns enable easy understanding of difficult concepts such as math, vocabulary and cognitive skills. This helps one to build confidence helping and make wise decisions. Building a repeated pattern with blocks, writing a decreasing/increasing number pattern in their Math notebook, or creating a table of increasing multiples to solve a mathematical problem, are important foundations for future learning. Patterns are experienced in every walk of life and that way Math is fundamental to the very existence. All physical exercises, and yoga, and breathing techniques-all of them follow a pattern. Teacher must be able to give room for the students to extrapolate their thinking skills.

Through the topic **Patterns** the teacher can inculcate the value of confidence and sense of harmony- **Confidence** to take the right steps and accepting harmony as way of life. The ability to recognize and create **patterns** helps them to make predictions based on their observations; this is an essential skill in mathematics. Understanding **patterns** helps prepare children for learning difficult number concepts and mathematical operations. Learning on 'Patterns, is the starting point for getting an organized structure for the learning of Mathematics

## II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value-based goals:

Upon completion of this lesson, students will be able to:

- Develop an understanding about patterns, Identify errors in patterns
- Complete the sequence, Identify the missing element (s) in a repeating pattern
- Learn Harmony & maintaining peace with the surroundings.
- Maintaining order and thereby gain confidence

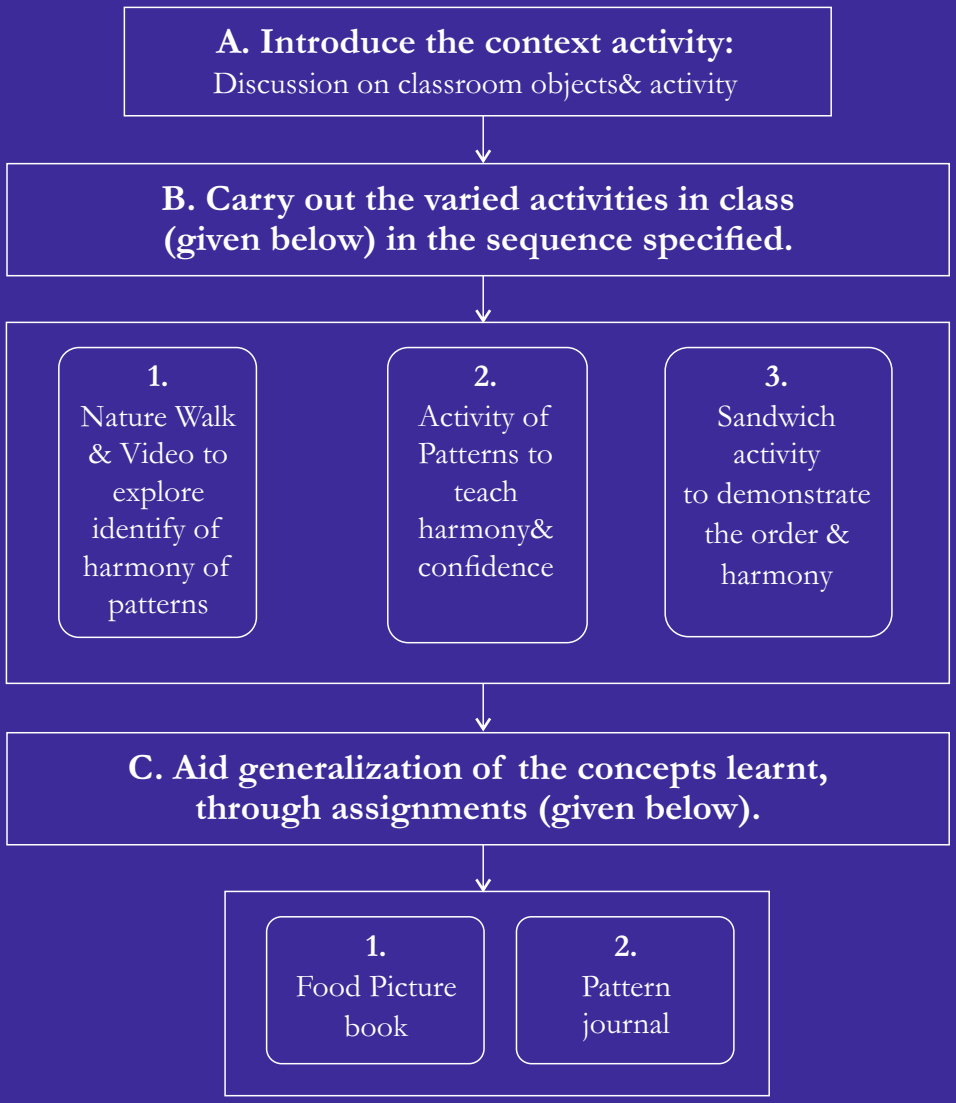
## III. Process & Action Plan

*"It is the supreme art of the teacher to awaken joy in creative expression and knowledge"*

Albert Einstein

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:


A. Introduce the context activity:
Discussion on classroom objects& activity
B. Carry out the varied activities in class (given below) in the sequence specified.
1. Nature Walk & Video to explore identify of harmony of patterns
2. Activity of Patterns to teach harmony& confidence
3. Sandwich activity to demonstrate the order & harmony
C. Aid generalization of the concepts learnt, through assignments (given below).
1. Food Picture book
2. Pattern journal

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the **core approach** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The **core values** being considered are **Harmony and Confidence** along with other sub-value like *discipline, orderliness, team work*

The unit also provides the scope to develop the following life skills in the students: *problem solving and critical thinking, organisation,*

## IV. Activities & Related Discussion

### A. Context activity for the teacher to start: Discussion and activity

Teacher can introduce the lesson by asking students to look around them (Classroom, school, home and environment). What do you see? - Books, Tables, Chairs, Boards, Charts, Notebooks, Sun, Moon, Stars, Buildings, Trees, Floors, Walls, Doors, Windows, Leaves, Butterflies, Are they all same? Are they following any pattern? Today we will discuss the various patterns and how they relate to the principle of co-existence in our life.

Teacher can introduce the topic by checking their previous knowledge of shapes such as circle, square and simple designs from daily life by eliciting responses from students. This can be done by asking different questions or some innovative activities designed by teachers. (Songs, Coloring, sorting etc.) To elicit responses from the students, the teacher can form groups of students and conduct activities

- Create block patterns by stamping thumb prints, leaf prints, vegetable prints, etc.
- Create and use worksheet and tasks for practice patterns
- Extend a pattern and construct a new pattern using various objects.

The aim is to help students to identify pattern and what should come next or what is missing in patterns. . Appreciate them when they complete the activity correctly. Place students in small/ groups. Give each group colorful beads, straws Ice-cream sticks Instruct them to work together to make patterns

### B. Value based Activities

**Activity 1: Nature Walk**

Now teacher can take students for a Pattern walk: Go for a walk in the playground or neighborhood. Have students identify the patterns they see (teacher can show video) of real-world applications and explain the harmony in nature which will help them exploring

and identifying patterns in our environment and everyday life.

**Activity 2: Role Play:**

After identifying the patterns teacher can assign each students a place in a pattern. For e.g. teachers can arrange students in a straight line and every alternate student shall be sitting.

Alternatively, teacher can initiate a count off for students till the count of 4. Count of will be in the following manner 1, 2, 3, 4, 1, 2, 3, 4, 1. Based on number of students in a class, the teacher can group students according to their number. For e.g. all students with number 1 will group and form a circle, all students with number 2 will group and form square, and so on. Through this exercise the teacher should emphasize the value of teamwork, harmony and order in the presence of pattern to the students.

**Discussion**

The teacher can conduct a discussion on the order of activities of a day. The teacher can show this video (Video Link : https://www.youtube.com/watch?v=kqVO4ROAZ6Y) to students. Teacher should emphasize on the value of having order and discipline in one's life. The teacher should also focus on explaining the importance of maintaining harmony with the surrounding world. This will help students lead a happy and peaceful life. Explain and show students that synchronization of patterns bring beauty and harmony in life.

**Activity 3: Role Play:**

**Explain the value of order in food by making a sandwich.**

Teacher can elicit responses from students by making a sandwich step by step.

1. What do you need first to make sandwich? Here, the teacher can elicit responses from students by asking about the shape and sequence number of the item in the order. Similarly, the teacher can continue by engaging with students at every step of the process.
2. What do you need second - butter/mayonnaise
3. What do you need third? - Tomato, lettuce,
4. What do you need last? Bread

Teacher can explain the how the Pattern and order create harmony in food making the sandwich very tasty.

From all the above examples teacher can explain how each one of us should apply this lesson in our lives. The teacher should emphasize that to maintain balance and lead a peaceful & happy life one should always strive to achieve harmony with their surroundings. Teacher can cite examples like academics or relationships with parents, friends, and relatives. The teacher can describe students that all things that are beautiful in

this world because there is an order and harmony.

Patterns help us to shape thoughts and create order in our lives. As we begin to connect patterns in nature and life, they bring a sense of harmony to our minds. Patterns enable easy understanding of difficult concepts such as math, vocabulary and cognitive skills. This helps one to build confidence and make wise decisions

## V. Assignments

1. Prepare a picture book with a food item and its ingredients with proper order
2. Journal Entry in math journal: write about patterns that you see/experience in the classroom, nature and home

## Resources

*References:*

1. NCERT Textbook of Grade I/
2. https://www.youtube.com/watch?v=tGdNPR1b7Zc
3. https://www.youtube.com/watch?v=kqVO4ROAZ6Y

*Resources for Teachers:*

# Unit 11

**Numbers**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Numbers | **Core Values considered :**<br>Mindfulness, Discipline& consistency<br><br>**Other Sub-Values:**<br>Discipline and consistency, Kindness, respect, cleanliness<br><br>**Life skills:** awareness, enhanced focus and attention., decision making | **Value integration Activities:-**<br>1. By interactions, songs and discussions teacher elicits numbers from 1-100<br>2. Play Video & Discussion on Good habits on cleanliness & respect<br>3. Bingo Game for mindfulness & Discussion<br>4. Conducting Mindful breathing technique<br>5. Assignment:Prepare project book on food items good& bad for health &poster for good manners for school |

## Materials / Resources needed

**Value Integration:-**

1. Videos,
2. Facilities and Equipment to show videos.
3. Flash Cards with Numbers, Charts, Cardstock facilities for conducting activities
4. Ncert Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-** In this chapter the activities and games are incorporated in such a manner that along with academic values, students learn the value of mindfulness, visualization of positive thoughts, cleanliness of mind and body improved cognitive outcomes (e.g., better attention and focus.),improved social-emotional skills (e.g. Emotion regulation, better behaviour in school, higher empathy and better social skills

The key discussions are:

1. By demonstrating concrete materials songs & discussions the previous knowledge regarding numbers can be tested

2. Play Video & Discussion on Good habits to inculcate good habits like cleanliness can be instilled among children. In addition to this the teacher should link the values of discipline and having good habits as symbol of respect and kindness to everyone.

3. Discussion & by playing the game Bingo with students regarding the numbers Through this activity the teacher should inculcate the value of mindfulness in terms of presence of mind

4. Conducting Mindful breathing technique, A five or ten-minute daily mindfulness practice can help students reduce stress and anxiety, increase concentration and engagement, sleep better. improve social skills and develop problem-solving and decision-making skills.

5. Assignment: .Assignment:

   I. Prepare project book on food items good & bad for health imposter for good manners for school display board

Grade I No: of Periods – 8Hrs

**Unit 11**

**Numbers**

**Mindfulness, discipline & consistency**

## I. Introduction

Numbers play vital role in everyone's life. Almost all the things we do involve numbers. Our life revolves around numbers since the day of birth. There are numerous numbers directly or indirectly connected in each one's life. The lesson numbers enables students the concept of counting number using tens and ones up to 100.

To understand numbers, its sequence and different functions it requires student's attention and mindfulness. Extending the concept of this lesson to daily life, this value allows one to be able to handle adverse situations in a calm manner. By being aware and mindful of oneself, one can live every moment of life to the fullest. Inculcating his value in daily life helps in leading a happy and satisfied life.

Extending this property of numbers to daily life teaches one to maintain discipline and consistency of behavior. Through this value our aim is to encourage students to develop a pattern of good habits or application of this positive routine everyday will help in developing a student's personality in a positive manner.

## II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals:

Upon completion of this lesson, students will be able to

- Group and categorize the given numbers in terms of tens and ones, Make a group of 10 and write Numerals, Count to 100 by ones and by tens
- Complete the Table, Tick the Group with More Objects, Write the Missing Numerals
- Recall the numbers coming before and after a given number, Do Addition
- Incorporate the value of being mindful and aware by staying in present moment.Develop a good presence of mind and logical reasoning which is essential for communicating thoughts clearly.
- Learn to be disciplined and consistent and cope with challenges/difficulties
- Inculcate the value of relationships, Care kind to everyone

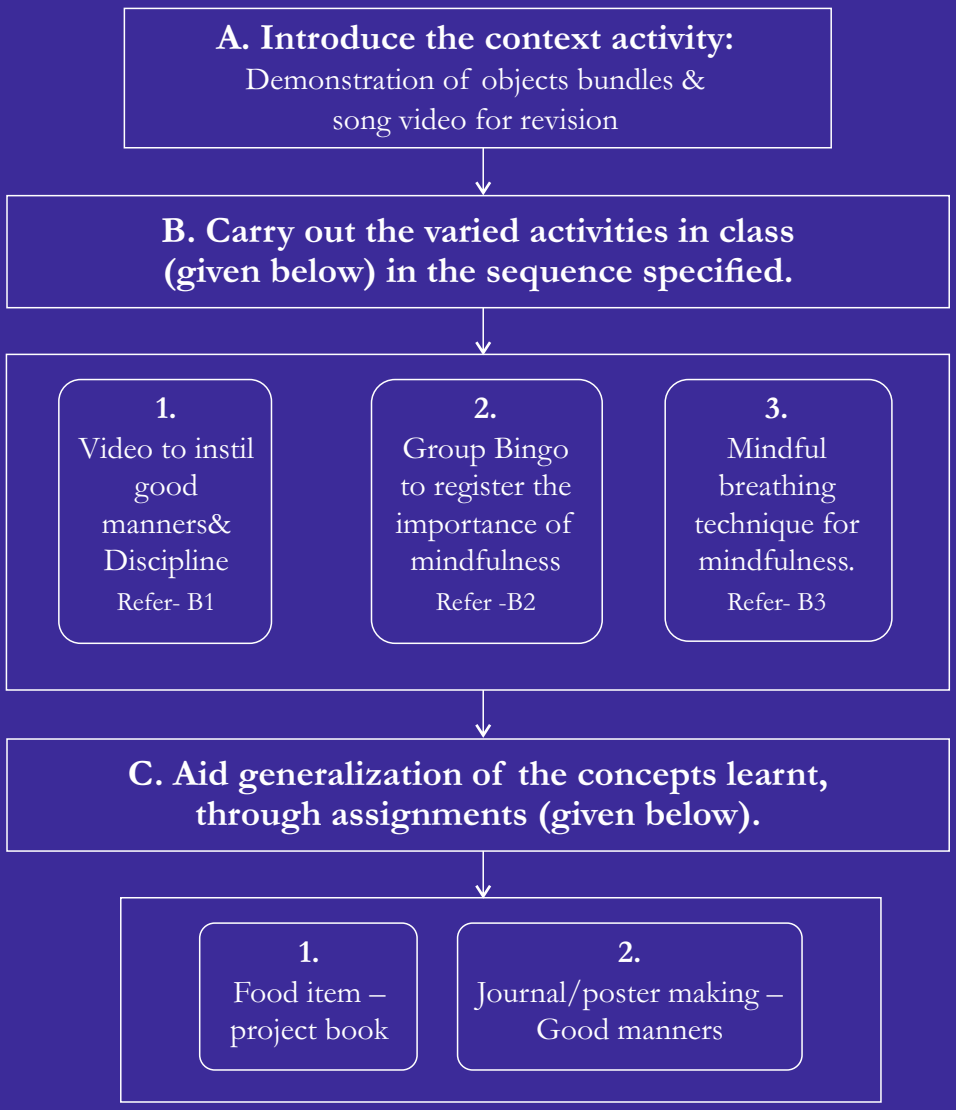
## III. Process & Action Plan

*"A good teacher can inspire the mind, ignite the imagination, and instill a love of learning."*

Brad Henry

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:


A. Introduce the context activity:
Demonstration of objects bundles &
song video for revision
B. Carry out the varied activities in class
(given below) in the sequence specified.
1.
Video to instil good manners& Discipline
Refer- B1
2.
Group Bingo to register the importance of mindfulness
Refer -B2
3.
Mindful breathing technique for mindfulness.
Refer- B3
C. Aid generalization of the concepts learnt,
through assignments (given below).
1.
Food item – project book
2.
Journal/poster making – Good manners

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the **core approach** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The **core values** being considered are **Mindfulness, discipline & consistency** along with other sub-values like *Discipline and consistency, Kindness, respect, cleanliness*

The unit also provides the scope to develop the following life skills in the students: *awareness, enhanced focus and attention, decision making.*

## IV. Activities & Related Discussion

### A. Context for the teacher to start: Quiz and discussion

Teacher can introduce the lesson by showing bundles/Groups of 10 objects and ask them to count how many bundles of match sticks / bananas / eggs / marbles / leaves… **Counting songs** help reinforce children's understanding of number sequence in a fun way Video Link https://www.youtube.com/watch?v=festumdlsiY (Optional)

Teacher can introduce the topic by checking and creating a connection with student's previous knowledge of Double-digit numbers: count, matching before/after, more/less, grouping of 10, additions, missing numerals, join the order

By taking examples from text book /from daily life/some innovative methods like activities, worksheets/video/ eliciting responses from students and by asking different questions, Students learn the numbers from 1-100 counting with tens and ones and all the concepts mentioned in the text book

Teacher can take quizzes and work sheets to reiterate the understanding of the lesson

### B. Value based Activities

**Activity No. 1**

Numbers teach us the value of order, discipline and respect. Similarly, the same values can be applied to our life. Teacher can show this video and discuss/guide students regarding good manners and the importance of showing respect. (Video Link - https://youtu.be/krthACA6Xj8).After showing the video the teacher can ask some questions such as:

1. How many times have you eaten a chocolate and thrown the wrapper on the ground without a second thought?
2. Would you volunteer to clean your own house if it were dirty?

3. Do you thank your elders for keeping a clean and hygienic surrounding?

The teacher can ask questions derived from the video as applicable, and inculcate the importance of good habits, discipline, kindness and respect to everyone. The teacher should emphasize on how it is important to be disciplined and always follow good habits, in addition to this the teacher should link the values of discipline and having good habits as symbol of respect and kindness to everyone. This can be done by drawing examples from the video given above.

**Activity No.2**

Group Bingo: - (15 minutes) Students form groups of four. Each student is given a piece of cardstock with a number on it from 1 to 100. The teacher explains the rules for the activity. The teacher will randomly call out numbers. If a student is holding a number that was called, he or she stands up. Once all four group members are standing, they shout "Bingo!" and win the game. Students are encouraged to ask their group members for help if they cannot remember the number. After allowing a minute or so for this, the teacher begins reading the numbers. Depending on the amount of time it takes for an entire group to be standing, two or three rounds of the game can be played. After each round, the teacher can collect the numbers herself and redistribute them, or students can walk around the room and exchange cards with someone not in their group.

Through this activity the teacher should inculcate the value of mindfulness in terms of presence of mind; awareness to stand up when a number has been called out and to yell Bingo! When all four members of the group are standing.

**Discussion**

After discussing the answers, the teacher can explain to students that it is not only important for one to be mindful, aware and attentive while answering in class but also to be the same in daily life as well. For e.g. students should be attentive when their elders are speaking or while they are playing to avoid being hurt.

**Activity 3**

**Mindful Breathing Technique**

Teaching mindful breathing is providing students with a skill that will be with them for life, in every situation they will ever encounter

Teacher shall guide students with proper instructions.

Students can stand or sit for this activity

Ask students to put both hands on their belly.

Students should close their eyes or look down to their hands.

Guide students in taking three slow deep breaths in and out to see if they can feel their hands being moved.

You may like to count "1, 2, 3" for each breath in and "1, 2, 3" for each breath out, pausing slightly at the end of each exhale.

Encourage students to think about how the breath feels, answering the following questions silently, in their mind.

- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel it moving out through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- What does it sound like?

A five or ten-minute daily mindfulness practice can see students reduce stress and anxiety, increase concentration and engagement, sleep better. improve social skills and develop problem-solving and decision-making skills.

Reference: https://www.teachstarter.com/au/blog/classroom-mindfulness-activities-for-children/

## V. Assignments

1. Prepare a project book of food items which is good for health and not good for health
2. Prepare a Journal/ poster of good manners which students should follow in school and at home.

## Resources

*References:*


1. https://positivepsychology.com/mindfulness-for-kids/
2. https://www.momjunction.com/articles/mindfulness-activities-for-kids_00487342/
3. https://www.teachstarter.com/au/blog/classroom-mindfulness-activities-for-children/
4. https://www.youtube.com/watch?v=krthACA6Xj8&feature=youtu.be- Cleanliness
5. https://www.youtube.com/watch?v=festumdlsiY- Song


*Resources for Teachers:*

# Unit 12

**Money**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| Money | **Core Values considered :** Kindness, Empathy & compassion<br><br>**Other Sub Values:** humanity, helping others,& sharing<br><br>**Life skills:** money management, Observation, counting, sorting ,recognise | **Value integration Activities:-**<br>1. By interactions, presentations, stories and activities teacher elicits the concepts of different denominations of coins & notes and set up a mock shopping station in the class room make children to shop items by paying mock money to teach them concepts of calculations & spending concepts.<br><br>2. Role play/Story narration to teach them kindness and compassion.<br><br>3. Story of 3 boxes to teach money management skills<br><br>4. Combination activity of solving word problem to show kindness and empathy to the victims of natural calamity.<br><br>5. Assignment: Prepare Kindness themed posters for school &kindness card as good will. |

## Materials / Resources needed

**Value Integration:-**

1. videos, Chart of pictures of different denominations of Coins & Notes,
2. Flash cards representing numbers,
3. Different denominations of original coins & notes. card paper to trace coins & draw/make notes.
4. 3 boxes/Jars
5. Facilities and Equipment to show videos
6. Ncert Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board

## Description (of the points of discussion)

**Value Integration:-** In this chapter the activities, stories and games are incorporated to teach children to spend, save and share money effectively. Children should be encouraged to reduce wasteful spending, increase savings and spend for material/experiences that adds value to one's life or helps somebody else. Inculcating the value kindness through money will give students an opportunity to connect with other people, whether it is by helping them out or having more time to nurture their social relationships. These are all important life skills we need to empower in children in younger ages. Children naturally have immense capacity for empathy, compassion and a desire to help other people who are suffering.

The key discussions are:

1. Set up mock shopping station in the classroom and conduct discussions of real life examples to connect students with money.

2. Role play/Story narration and discussion to teach them kindness and compassion among students

3. Story of 3 boxes to teach money management skills

4. Combination activity of solving word problem to inculcate kindness and empathy to the victims of natural calamity

5. Assignment:
   a. Prepare Kindness themed posters for school
   b. Prepare kindness card as good will.

Grade I No: of Periods – 3Hrs

**Unit 12**

**Money**

**Kindness, Empathy & compassion**

## I. Introduction

This unit money is meant to provide children experiences in dealing with collections of coins and notes. Money is used for buying different things such as toys, food, clothes or vehicles. Money is also used to get service from experts such as doctor, maid, and painter. It is the medium of exchange for goods and services.

Irrespective of how young the children are, it's never too early to start teaching them how to manage their money. Money which they get as pocket money or when elders give them on different occasions, children should be taught to use this money wisely. Spending money to help others brings us a lot of joy and happiness. It is important to be kind to those who are less fortunate than us. Kindness is a type of behaviour marked by acts of generosity, compassion, or concern for others without having an expectation. Children naturally have immense capacity for empathy, compassion and a desire to help other people who are suffering.

Through this lesson teacher can teach children to spend, save and share money effectively. Children should be encouraged to reduce wasteful spending, increase savings and spend for material/experiences that adds value to one's life or helps somebody else. Inculcating the value kindness through money will give students an opportunity to connect with other people, whether it is by helping them out or having more time to nurture their social relationships. These are all important life skills we need to empower in children in younger ages.

## II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals:

- Introduction to Money, Coins& Notes currently in use in India
- Usage of coins, learn the names of coins/notes. Recognize Indian currency
- Simple addition with Money & Understand the exchange value of coins/notes
- Recognize coins & notes, know its value, and add any amount of coins & notes together

- Appreciate the value of money and spend, save and share appropriately
- Show empathy towards people who are less fortunate than them
- Express kindness & compassion towards Humanity

## III. Process & Action Plan

Kindness is a language which the deaf can hear and the blind can see." — Mark Twain

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page:

**A. Introduce the context activity:**
Mock Shopping Station & Discussion

**B. Carry out the varied activities in class (given below) in the sequence specified.**

**1.**
Role Play to instil kindness, compassion
Refer- B1

**2.**
Activity-Three Boxes to teach money mgmt skills
Refer- B2

**3.**
Verbal sums to inculcate kindness, Empathy
Refer- B3

**C. Aid generalization of the concepts learnt, through assignments (given below).**

**1.**
Kindness posters

**2.**
Kindness cards

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the **core approach** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The **core values** being considered are **Kindness, Empathy & compassion**

Along with other sub-values like *humanity, helping others & sharing*

The unit also provides the scope to develop the following life skills in the students: *money management, Observation, counting, sorting, recognise*

## IV. Activities & Related Discussion

### A. Context Activity: Shopping Station

Teacher can create mock shopping station in the class room or teacher can take students to a stationary shop. So that they will understand to buy any items like books, pen, pencil, eraser, chocolates, cookies. We need to give money or they can bring money (homemade of card paper). Allow children to see the price written on each item allow them to buy some items and make payment.

Teacher can introduce the topic checking and creating connection with them with their knowledge about different coins & notes. Ask them if they have ever used money, and if so what they used it for? Ask students what they know about money.

Example questions:

1. What is money?
2. Why do we need to learn about money?
3. How is money used in real life?
4. Who uses money?
5. Where did money use?
6. What we do if get more money than required?

Show them different coins and notes so that they can identify them, elicit responses by asking different questions what denominations is it? Understand their value and combine them to see how can buy different items. Different coins and paper money have different values. Coins and currency notes are used as physical money. They come in different denominations. Teacher should bring all existing denominations of coins and notes up to Rs.100?-and help children to identify them properly. By taking examples from text book /from daily life/some innovative methods like fun activities, worksheets/video/ eliciting responses from students and by asking different questions,

Students learn to recognize a coins & notes, know its value, and add any amount of coins & notes together

**B. Value based Activities**

**Activity 1: Role Play & Discussion**

**Script: Teacher can prepare an atmosphere of School Canteen**

**Student**-Alex enters the canteen and sits on the chair

**Waitress:** Good afternoon, what would you like to have?

**Student:** May I please have menu card?

**Waitress:** (She gives him menu) Take your time to decide, I will come back in a few minutes.

**Student:** Thanks (He looks at the menu card, then he takes out some money from his pocket and counts the Notes, he puts the money back in his pocket)

**Student:** Excuse me (pointing at the menu) is this the price of Burger with fries?

**Waitress:** Let me see (Looking at the menu). Yes, it is. It is Rs. 50/-

(Student takes out the money from his pocket and counts it again. He puts the money back in his pocket. The waitress turns around and fills in glasses of water and gives them to the other customers)

**Student:** oh. (He keeps looking at the menu). How much would it be if I only order a burger with no fries?

**Waitress:** Rs.40/-

The boy takes out the notes again and counts it again. He puts the Rs.10/- back in his pocket.

**Student:** May I have a burger, please

**Waitress:** And what would you like to drink?

**Student:** Just a glass of water.

Waitress Fine. I will bring your order in a few minutes. (The boy gives her Rs.40? - She leaves and come back with the burger and the glass of water) Here it is, Enjoy it!

**Student;** Thanks .It looks delicious

The student eats the burger then take out of the rest of money from his pocket and leaves on the counter. And walked back to class.

**Waitress:** Goodbye. Have a nice day…. come back

Student Thanks, you too and I will ….Bye

The boy leaves, the waitress picks up the boys dish and she sees Rs10/- on the counter. She takes the note and smiles.

**Moral:** the student had enough money to eat his burger with fries, but he didn't have

enough money for the tip. So he just orders a burger and gave the rest of his money to the waitress as a tip. He expressed compassion by paying tip to the waitress .He was ready to give away part of his money to help someone in need. And make others happy.

Note: The teacher can narrate the above role play as a story as well.

**Discussion.**

1. Who is Alex?
2. Where did he go to have lunch?
3. How much money did he have with him?
4. What did he want to have from the canteen?
5. Did he carry enough money for his lunch?
6. What did he eat for the lunch/
7. How much did he pay for the lunch?
8. How much did he pay as the tip?
9. What did we learn from the play?

Teacher can inculcate the importance of kindness & compassion for humanity and can explain to the students that the way we choose to spend our money and for what purpose matters enormously and makes a huge difference to our well-being.

Reference: http://www.kidsinco.com/2011/05/the-generous-customer/--- Role Play

**Activity 2: Money Management-Three Boxes**

Teacher tells students to bring different denominations of coins and notes made of card paper every day (Till the topic ends)

Set up Three Boxes in the Class Room: **Spending Box, Savings Box, Sharing Box**

Set up three boxes in the class room physical boxes that they can see and touch – and help your child deposit his pocket money in these boxes. Label one of the box "Saving," one of the box "Spending" and one of the box "Sharing."

Each day when the child gets his pocket money, help him decide how much money he wants to put in each box. Students can make a note of it as all students are putting in the same box

Explain that the **"Spending" Box** is for immediate things, teacher should insist students when they go along with their parents for shopping, they should pay money to buy candy or toy from their spending box.

Explain that the **"Savings" Box,** money can be used for some item which is expensive but they desired for it and not afford now. Since they are saving everyday /week after a month or two months the savings increases and they can easily buy the item with their savings.

If student complains that "there's never enough money" to buy all of the things he wants, encourage him to prioritize his shopping list. Phrase it as a series of simple questions: what does he want the most? What does he want the second most?

Teacher shall advise child the opportunity to tackle additional chores around the house for the sake of earning extra money. By doing this, child will see the relationship between work and income.

Finally, **"Sharing" Box**. Ask your students to think about people, animals, or causes that she/he wants to support. Suggest ideas that align with child's natural interests. If child loves animals, for example, take your child to a local shelter and ask your child if he wants to contribute part of his allowance to feeding the stray dogs and cats. If the child wants to contribute for flood victim/farmers…guide them accordingly

You should not force children to share the money; the enthusiasm must come from within. Encourage your child to share, but let it be his/her decision. But teacher can always discuss with them different incidents /events/places where people need support.

Teacher shall discuss with parents and instruct them to make and keep 3 boxes at home to inculcate the habit of money management effectively.

Reference: https://www.thebalance.com/teach-kids-to-budget-money-454012 - 3 Box

**Activity 3: Verbal problems**

*Word problems, where the concept is embedded in a real-world situation and the student is required to recognize and apply the appropriate procedure/ rule (preparing pupils for the challenges of life)*

1. ABC Public School has decided to collect Rs 2/- from each student of the school to contribute to Chief Ministers Fund to help flood victims of Kerala. There are 50 students in a class I, 40 students in Class II, 35 students in class III, 25 students in class IV and 20 students in class V. Find out what is the total contribution of each class.

**Discussion**

a) Why school has decided to collect money from students?

b) What is the collection of money from Class I, II, III, IV & V?

c) Will you like contribute money/kinds to help those who are suffering?

d) Can you name some of the bad things/ natural calamities happened to our country?

e) Can you name some other people who need help? (Orphanages, old age homes.)

Teacher should emphasize how school made an effort to help flood victims. Similarly, all students should possess the quality of compassion and kindness towards humanity. Teacher can inculcate in children the desire to help other people who are suffering, as kids naturally have immense capacity for empathy & compassion.

## V. Assignments

1. Prepare Kindness themed posters (Teacher can have a brainstorming session in the class and give examples like "kindness changes life". Teacher shall help students to put up in different places of school.
2. Preparation of kindness cards to spread goodwill (Teacher can have a brainstorming session in the class and give examples like "Be the reason someone smiles today").Teacher shall help children to distribute the cards to different people.

## Resources

*References:*


1. NCERT Textbook of Grade I/
2. http://www.kidsinco.com/2011/05/the-generous-customer/--- Role Play
3. https://www.youtube.com/watch?v=uLtvgfqZ4mw -Story of Squirrel
4. https://www.thebalance.com/teach-kids-to-budget-money-454012 - 3 Box


*Resources for Teachers:*

# Unit 13

**How many**

| Topic | Values / Life skills integrated & imbibed | Activities |
|---|---|---|
| How Many | **Core Values considered :**<br>Mindfulness, Discipline& consistency<br><br>**Other Sub-Values:** respect, orderliness,<br><br>**Life skills:** problem solving, counting , observation, attention, focus, listening, social-emotional skills. | **Value integration Activities:-**<br>1. By interactions and discussions & Bingo Game teacher revise numbers from 1-100<br>2. Tell a story to inculcate mindfulness, consistency, Discipline & Discussion<br>3. Circle a number Game for mindfulness& alertness & Discussion<br>4. Conducting a quiz for concentration and mindfulness<br>5. Practice on positive affirmations<br>6. Assignment:Preparation of affirmation cards |

## Materials / Resources needed

**Value Integration:-**

1. Videos,
2. Facilities and Equipment to show videos.
3. Flash Cards with Numbers, Charts.
   facilities for conducting activities
4. Ncert Text Book, Reference books,( R.D Sharma , R.S.Aggarwal) Pen, board.

## Description (of the points of discussion)

**Value Integration:-** In this chapter the activities and games are incorporated in such a manner that children learn and realize that almost all the things we do in our real life involve numbers. To understand numbers, it requires students to be attentive and mindful/aware of the applications of this lesson. Additionally, this lesson teaches a student the significance of discipline and consistency. Through this lesson we see that numbers are ordered in a sequential manner; this sequence is consistent and does not change under any circumstance. Extending this property of numbers to daily life teaches one to maintain discipline and consistency of behaviour. Through this value our aim is encourage students to develop a pattern of good habits or routine that a student should follow consistently every day.

The key discussions are:

1. Discussion n& by playing the game Bingo with students regarding the numbers they can relate with real life and revise numbers which they have studies previous classes.

2. Through a story narration & discussion with students they realize the importance of consistency, discipline.

3. Circle the number game can explain to students that it's not only important for one to be mindful, aware and attentive while answering in class but also to be the same in daily life as well.

4. The Quiz in the class is a combination activity which measure students' academic understanding concentration/awareness.

5. Assignment: Preparation of affirmation cards helps students to practice the values they have learned and continue doing so for life.

Grade I No: of Periods – 8Hrs

**Unit 13**

**How many**

**Mindfulness, discipline & consistency**

## I. Introduction

The lesson 'How many' enables the basic concepts of numbers up to 100.Materials, pictures and stories of real life contextual problems establish meaning of problem solving situations. With this experience children develop their strategies to add & subtract double digit numbers using the idea of tens and ones

To understand numbers, it requires students to be attentive and mindful/aware of the applications of this lesson. Additionally, this lesson teaches a student the significance of discipline and consistency. Through this lesson we see that numbers are ordered in a sequential manner; this sequence is consistent and does not change under any circumstance. Extending this property of numbers to daily life teaches one to maintain discipline and consistency of behaviour. Through this value our aim is to encourage students to develop a pattern of good habits or routine with positive affirmations that a student should follow consistently every day. Application of this positive routine every day will help in developing a positive personality

## II. Learning Objectives / Outcomes

Through this unit, the students will achieve the following grade appropriate academic and value based goals:

- Write the Number of Sticks, beads
- How much will the bananas cost? Which is the bigger number
- Develop a story on the pictures and narrate in the class.
- Counting in Groups, Writing the numerals in terms of tens and ones.
- Incorporate the value of being mindful and aware by staying in present moment. Develop a good presence of mind and logical reasoning which is essential for communicating thoughts clearly.
- Learn to be disciplined and consistent ,And cope with challenges/difficulties , Be kind to everyone

## III. Process & Action Plan

"Good teachers know how to bring out the best in students"- Charles Kuralt

Your role as a teacher is significant, as you have the power and the means to shape the lives under your guidance. One of the most important goals you may have as a teacher, is the character education of the students using the academic content at hand.

The values and life skills integration within this unit may follow the following process and action plan, as depicted in the flow chart on next page

**A. Introduce the context activity:**
Game Bingo

**B. Carry out the varied activities in class (given below) in the sequence specified.**

**1.**
Story narration & discussion to instill discipline & consistency
Refer-B1

**2.**
Circle the number to demonstrate the mindfulness
Refer-B2

**3.**
Quiz to teach presence of mind & concentration
Refer-B3

**C. Aid generalization of the concepts learnt, through assignments (given below).**

**1.**
Preparation of affirmation cards

While it would be ideal to expose the students to all the activities as given, and the discussion that would ensue, you may choose as per your convenience and availability of time, the activities that would be relevant to the content being taught and/or suited to the cognitive and emotional maturity of the students.

This topic incorporates the **core approach** – Knowing, Understanding, Valuing and Acting the values embedded in the topic.

The **core values** being considered are **Mindfulness, discipline & consistency** along with other sub-values like *respect, Kindness, being good, teamwork.*

The unit also provides the scope to develop the following life skills in the students: *problem solving, counting, attention, observation, listening*

## IV. Activities & Related Discussion

### A. Context for the teacher to start:

Teacher can introduce the lesson by taking a game in the class to revise their number sense. The popular game of bingo is a fun way to practice numbers. Make sure students switch their cards after every round so that they can practice many different numbers during the game. Hang numbers in various places around the room and hold a scavenger hunt for them. Writing numbers is the definitive manner in which the brain learns to memorize the shape and details of each number. Don't neglect this important practice that helps children recognize those. Teacher can revise all the concepts they have learned by this fun activity

Teacher can introduce the topic checking and creating connection with them with their previous knowledge of Single-digit, double digit numbers: count, matching before/after, more/less, grouping of 10 and additions.)

By taking examples from text book /from daily life/some innovative methods like fun activities, worksheets/video/ eliciting responses from students and by asking different questions, Students learn the numbers from 0-100 counting in groups, write numerals and all the concepts mentioned in the text book

### B. Value based Activities

**Activity B-1: Story narration: Turtle and the Rabbit**

Numbers teach us the value of order, consistency discipline and respect. Similarly, the same values can be applied to our life. Teacher can guide students to find Mindfulness in behaviour by telling the following story.

**Consistency and discipline help you win**

The rabbit is not only a beautiful little creature but is known for its speed and cleverness. Turtles, on the other hand, are amphibians that are more down to earth and, of course, slower in all aspects of life.

One fine day, the rabbit bragged and came up with the idea of holding a race with the turtle. The turtle agreed, and the race began.

The rabbit managed to get a good lead over the turtle because he was an excellent runner. However, such was the ego of the rabbit that he not only raced way ahead of the turtle, but decided to take a nap at some distance, just before the finish line. He was convinced that he would easily win, even if he slept for some time.

The turtle, on the other hand, was far slower than the rabbit. However, he kept up with the race, without cutting corners. The turtle managed to reach the finish line, just as the rabbit was waking up! He, nevertheless, won the race, even though he was a far slower runner than the rabbit, and not once, did he rub his victory it in the rabbit's face.

**Discussion.**

1. Who is faster? Rabbit or turtle?
2. Is showing off a good thing?
3. Who won the race?
4. Why didn't the Rabbit win?
5. Why did the tortoise win?

Teacher can inculcate the importance of being good & kind with others and with less fortunate ones by asking different questions.

Similar to how numbers are sequential and consistent irrespective of any condition, the teacher should emphasize that in order to win it is important to be consistent and disciplined like the turtle.

**Activity B- 2**

Circle a number (10 minutes): for this activity the class is divided into two teams, these two teams can be arranged in two lines.

The two students at the front of the line each are holding a marker. The teacher explains the rules of this activity. Teacher shall describe the number the students have to race to the board to draw a circle around the number which is already written on the board. The student can get help from his/her teammates.

If neither team knows the number, the teacher come forward and guides them to the correct answer. The teacher can conduct multiple rounds of this activity with the same students to determine which team gets the point.

**Discussion**

After discussing the answers, the teacher can explain to students that it's not only important for one to be mindful, aware and attentive while answering in class but also to be the same in daily life as well. For e.g. students should be attentive when their elders are speaking or while they are playing to avoid being hurt.

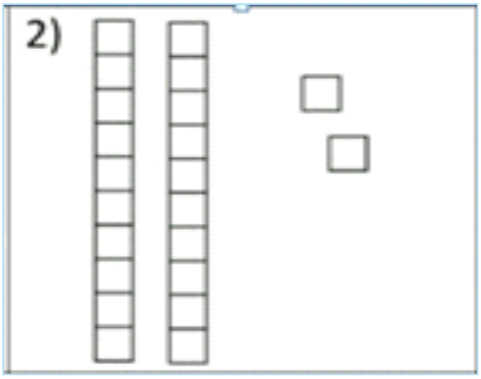
**Activity B-3**

Teacher can conduct a Quiz (Combination Activity) to measure students' academic understanding concentration/awareness of students

E.g.

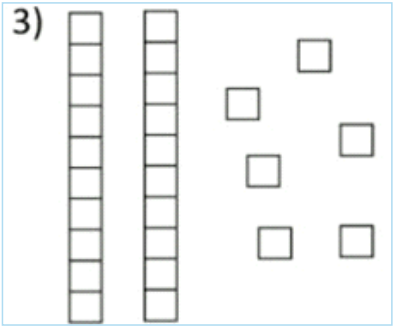
Q1. How many kittens are there in the picture?

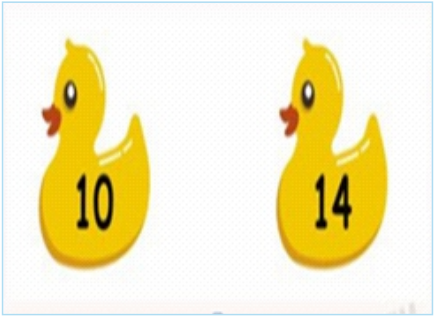
Q2. How many blocks are there in the picture?




Q3.How many kittens are there in the picture?

Q4. Which is the bigger number in the picture?




Reference: https://in.pinterest.com/

## V. Assignments

1. Create affirmation cards by asking the child to write positive statements

## Resources

*References:*

1.https://positivepsychology.com/mindfulness-for-kids/

2.https://www.momjunction.com/articles/mindfulness-activities-for-kids_00487342/

3.https://liveboldandbloom.com/06/self-confidence/positive-affirmations-for-kids

4.https://proudtobeprimary.com/numbers-to-100/

5.https://in.pinterest.com/

*Resources for Teachers:*

# Integration of Values

Teacher's Manual

## Maths

Grade I

**HEMA Foundation**
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