



Maths Grade III

Teacher's Manual

ntegration of Values

Teacher Manual for Integration of Values in Teaching Academic subjects

By

HEMA Foundation, Mumbai

Teacher Manual for Integration of Values in Academic subjects

Maths

Grade III

IDEA conceived and executed by

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Preface



It gives immense pleasure to all of us at HEMA Foundation in presenting the "Teacher Manual for Value Integration" from Grade I to Grade X to our beloved teaching fraternity in school education. Teachers are the corner stones in building the huge edifice for the student community and they are the driving force and guiding spirit to the society. Little will change in the society, if the teachers do



not make any efforts. We are all living in a scenario where value systems need to be integrated and enhanced through essential school subjects so that the students assimilate values into their regular habits effortlessly. There may have been innumerable reasons why values from the society are disappearing, but there cannot be two opinions about the significance of educational institutions in restoring the culture and values of the society. When they say, 'values are to be caught', it is leaving a high degree of moral responsibility on the part of our teachers and this manual is our humble effort to lessen that burden for them. This manual is not a substitute to the academic teaching lesson plan, but is a supplementary assistance to the academic text. Nevertheless, the teachers are at perfect liberty to choose and aptly use the learning materials/activities wherever they find it relevant. This manual would be of great use to the teachers as they are written by practicing teachers in the school system and after thorough research and therefore, the general difficulties of teachers such as completion of portions in the given time to teach the subjects etc are taken care of. In fact, some of the lessons have been written after seeing their practical applications in actual classrooms.

We all have a responsibility of creating a society that is driven by values and our younger generation is the key change makers in the society. They all must be inspired by our educational institutions and their teachers so that their intellectual development is supported and augmented by the value systems and culture. HEMA Foundation takes it as a commitment to the society in participating in this huge endeavor. Inviting all the stake holders to this venture of spreading and integrating values into the learning environment of schools, with all humility, we remain always your well wishers

Thank You,

Anita Maheshwari Trustee & Creative Director

Mahendra

Mahendra Kabra Managing Trustee

Acknowledgement

Welcome to HEMA Foundation's "Teacher Manual for Value Integration'. I take this opportunity to thank each one of those who participated in it. At the outset I thank the Management of HEMA Foundation, its Managing Trustee Shri Mahendra Kabra and the Trustee and Creative Director, Smt. Anita Maheswari, for their unstinted support and cooperation in making this happen. Our humble pranams to the Senior most Member of HEMA Foundation Padmashree Shri Rameshwarlal ji Kabra, for his abundant blessings. The Associate Director Hetal Desai, the IT department Head, Shri Arvind Pandey, Shri Akash Shah and all other team mates from HEMA Foundation have contributed immensely toward realizing this manual.

There are several people outside the system who have supported this cause by giving their valuable comments and suggestions and my thanks are due to them as well. My sincere appreciations to the authors of this book who have been esteemed Principals, Section heads and Department heads and educators from reputed institutes of the country and they deserve the highest appreciation in envisaging the concept so well. My sincere appreciation to Dr. Shobana Nandakumar Nair, Mrs. Shobha Rajkumar, Mrs. Priya Cibi, Mrs. Sopna T. R and Rashmi Menon, for authoring the manual for Math, EVS, English and Science respectively. It was their untiring work and willingness to modify the documents as and when changes were required or further researches were needed, that this book was made possible.

As the Academic Director of HEMA Foundation and the person who has conceived this idea of value integration, I have gone through this document several times before presenting it to you and am fully aware of the significance of each word used in this document. I am sure the faculty who uses this manual would strictly adhere to the norms of the school Boards and the suggestions given over here. The Central staff of HEMA Foundation is more than willing to take your valuable suggestions and I promise that we shall be able to incorporate them if found suitable in our next publications.

I thank you for all your incredible commitment. All the credits if you find this document useful, would go invariably to all those who wrote the book and those who helped in the realization of the book and all those demerits if any, are purely due to my oversight. Believing that you would find it very useful in reaching out to the students and become inspiring teachers for our younger generations

I remain your sincere



Vijayam Ravi, PhD

Introduction (must read before the teacher proceeds)

Its 'a Friday evening'. Everyone looks forward to a joyful weekend with family. After a weeklong work, it is a much-needed break. The school campus that was brimming with noises and screams of children, is silent and calm- The evening twilight has set in on the tall buildings, creating beautiful silhouettes. All have shut their tables; cupboards and the office of the school is closed. Principal and staff were slowly proceeding to the gate. They all wished each other a happy weekend. The peon is stepping out. Suddenly it happened. None expected the normal events that take place every day would take a turn so unexpectedly. School watchman came rushing to them to announce that there has been a riot in the city and he said he could see few students along with some other miscreants sabotaging public and private properties and hurting people on streets, hooting and howling. He added that it is not safe now to walk out. That the rioting group included their students as well. The miscreants included some of their old students too. And they were all those 'good' students when they were inside the school campus.

That left the teaching staff and the leaders stunned for a while. For a moment many of them looked at the school building just like that, which is their Almamater, and it stood so tall and elevated with a pride of creating thousands of glorious citizens in the past. Each one had a question mark in their eyes. None spoke. There was a dumb silence. Each one silently started replaying what they have been doing in the classrooms all along. There was an unbelief, inexplicable feeling reflected in their eyes. Did we make any difference to our students today? Did we teach our children to live or did we teach only Math, Science and language?

This is a serious question that all teaching faculty must ask themselves-

Did we teach subjects? Or did we teach children?

Professional standards for teaching academic subjects and transferring the right knowledge to the students have been the main objective of teaching all along, across the universe. All the latest teaching and learning revolutions that are happening in the classrooms and the students are evaluated for their skill development. Education is the vehicle for development of human being. Situations turned out to be grim when the pandemic engulfed the world with its outstretched arms. Every nook and corner of the world reeled under pressure with the pain and uncertainty that was caused by this pandemic. The ambiguity around, the uncertainty, complexity and insecurity around the schools was huge that none could fathom a way to come out of it. Teachers started looking toward blended learning in a hybrid classroom situation as a solution to reach students. All the more a reason for us, to do introspection about what we were doing till yesterday in the classrooms.

Yes, we taught our students Math, English, Languages, Social sciences, Sports, Music, Art and Craft and everything else-but values. We boasted ourselves as the top schools with more students falling into the distinction list in terms of marks. Every year we sent out to the world, thousands of students with less skills and values but more of academics and marks. We were happy. Schools were happy. But we realize today that only some of those schools have been teaching students and not teaching subjects alone. Teaching subjects has a goal post and that is the academic credentials in terms of marks, but teaching students per say has another purpose altogether and that is -Touching their lives. We were confused and placing our balls in the wrong goal' posts. Result? The riots on the street, misbehavior, calamities, destruction, suicide and a valueless society in the making! Yes, certainly we imparted knowledge of academic subjects, however while this intellectual development is transmitted, there was room for us -the teachers for integration of values into these subjects. Few schools include moral science or value education in the curriculum and the teachers do teach the kids values like an academic subject and most of the schools assess the moral science in a written examination. It is very doubtful whether the students have really gained anything out of this process. Chances are bright that they end up considering the value education as just another subject. Teaching values through books was not a mistake, but assessing the children on marks was the issue. So, students when they completed their moral science examination, and received their 'pass marks', they quietly 'passed on' the values to the dustbins.

They say that the society's growth and degradation depend to a large extent the way the students are produced by the schools. The economic prosperity of a Nation depends to a large extent on living style and value systems of the society and there is every reason to believe that when the crime rate in a country goes high, the economic prosperity has declined in the society. The thinking, the culture of coexistence, working as teams and maintaining the art of tolerance, if these are removed from the society, it is very difficult to revive the Nation. India has been such a rich country with its values and it is a very painful scenario to watch how our younger generation is missing out on values. To a large extent the responsibilities can be passed on to the Macaulay's education system, parents and schools. If the schools make deliberate attempts to impart academic subjects and create excellence in that, the student's generation that gets molded out of the schools would certainly prove to be an asset in creating wealth and prosperity for the nation. However, if the schools do not impart values to the students, the nation will end up in a huge disaster after some time in terms of its moral fibre.. Wealth and success alone do not bring happiness to the society or an individual. Yes, it may bring some kind of satisfaction and one can always get a pleasure out of it. But very soon, this feeling becomes very transient and the mind would look for something else. This is human nature and it happens because the purpose of human life is not imparted to the students in schools. And when the assessment is done, that subject is also done.

Is this the purpose of education? Swami Vivekananda conceives education as the process where the innate potential of the human being is revealed. The innate nature of a human being is peace and joy. The riots on the street shows totally opposite virtues. Then where did the schools go wrong?

The riot on the street by students is not the debate here. It may be right or it may be wrong. The question is of larger dimension. It is of citizenry, safety, security and morality of a Nation, of the Globe! But why does such a behavior happen? Why do our students or our citizens behave in such an unruly manner that is a pain to others? When did our children or our citizens who passed out of the portals of our school, become so very intolerant? What is the fundamental cause for such an unrest in the minds of students, or generally speaking mankind as a whole? The intellectual quotient is very much in place. But when the spiritual quotient and emotional quotient are misplaced, the human beings sometimes behave weirdly. They lose cool, the power to think and act. Most often human beings react.

Did we, at schools, teach our stduents to act, or react? Did we, at schools, teach the students values? Or imbue values in them? Did we teach the students only subjects? Or did we touch their lives?

The Context to Value integration with subjects:

It is in this context of these questions, that the thought of integrating values with academic subject teaching dawned. Education and values are no two different subjects. They are mutually interwoven. As a teacher, the biggest role is to prepare their students behave like human beings with all values intact. All academic subjects may give them an opportunity to excel in life, but the values learnt help them to live as human being. Since the teacher is an integral part of education and the inspiration in the life of the children, they have to turn toward integrating values while they teach subjects. Value integration does not mean quoting a value and discussing it, rather it is an effort to lead the students to see a personal meaning in whatever the teacher teaches in all subjects. It depends to a large extent on the creativity of the teacher to highlight the value that is hidden in all subjects, including the languages. Value means a person's personal principles or standards of behavior the judgement of how important that value is to him in his life. In nut shell we can say, "Value is a preferential behavior". What the teacher needs to do in class is to help the kids choose 'his/her preferential behaviour'

The fundamental shift that needs to happen here is this.

At the centre, is the value and all subjects are contributing to the stabilization of the value. Therefore, the teaching has to be intertwined with those values from the subjects and the teachers reach to the students in a very subtle way. Each Subject-be it Science, Math Or languages, or social science, or Non-academic subjects, have got something very fundamental to convey to the people who spend time to learn those subjects. And if we look at those subjects from a very objective perspective, we can clearly see what they are all dying to convey to the children. Math talks about precision, value of time, sharing caring, multiplying happiness and joy and several likes. Science talks about hard work and resilience and the will power to fail and still work hard to achieve. Languages give the

feelings of expression, love, compassion and what not. So, when a student goes out of the school portals, he would have assimilated within him values like precision, punctuality, rationality, truth, compassion, love, caring, sharing, determination, courage to fail, spirit of enquiry et etc. Along with similar such values, the content gets learnt by the kids.

What benefits do Value integration bring to the students?

- 1. The students acquire several time honoured personal and collective values for life
- 2. Along with the cognitive development assured by modern education, integrating values in academic subjects prepares the children to develop their social and emotional lives
- 3. The approach of integration of values in teaching subjects, help the students enrich students' intellectually, physically, socially, morally, spiritually and artistically.
- 4. Schools can witness more of academic diligence with students showing increased attentiveness in the classroom and show capacity to do independent work
- 5. The school ambience also will see less of conflicting situations as the students start demonstrating greater empathy and responsibility
- 6. The student teacher relationships drastically improve and it becomes more trusting
- 7. Students feel a sense connectivity with others and belongingness

The argument

Teachers are the crucial ingredients in getting the values incorporated into the system and there is no two way about it. At present teachers are focused on completing their lessons on time amid all challenges and they do not have the extra time for doing any research for incorporating the lessons with values. Education and imparting values are no two different subjects. They are one. Additionally, thrusting a subject of value addition always attracts criticisms, primarily from the teaching community since they believe that it is an additional work and have to prepare more.

This argument is in place and cannot be ruled out and that is why HEMA foundation pitches in for help.

What does HEMA foundation offer to teachers?

This particular attempt from HEMA Foundation is to address this conflicting issue in education. HF is striving to reach out to teachers with ways and means to incorporate or integrate values while they teach academic subjects so that additional burden is not on them, while they address a major concern of education.

Values can never be taught, values can only be caught

Every subject has material knowledge that is needed for existence. What goes unnoticed more often is the subtle knowledge that the subjects try to convey. Any subject-Language, Math or science-all stand there for spreading virtues and values alongside the material knowledge. It is an integral part of learning the subject.

How and why are the values integrated by HF?

There is a very sound reason for HF to adopt the project of value integration into academic subjects and it is justified when any one reads the deliberations made in the NEP-2020 -NEP talks passionately about the integration of values, skills, and essential subjects to make the learning holistic. Let us refer to the clause 4.28, and it reads as follows: "Students will be taught at a young age the importance of "doing what's right" and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students."

The new NEP and therein the NCERT insist on integration of values with essential subjects. Nature is the mother of all knowledge- Every learning that takes place with human beings is connected through the mind and intellect. While giving food for thought at the intellectual level, teachers have to supplement the emotional aspect through developing the mind. Mind develops by seeing, observations and hearing from sources that make sense to it. Human brain and human mind need to go hand in hand to make rational decisions and emotional attachments. If there are no emotions to any material knowledge learnt, it will remain a subject only. The love for the subject comes, when one extrapolates it to the application of it both at the material and emotional level. The emotional intelligence that gets originated while an academic subject is being taught is as powerful as the academic learning. Because it signals imagination and creativity and these are faculties associated with the mind. The rational brain which is provided with intellectual information about the academic subjects processes the knowledge with the help of the emotional brain-which is the mind. When no food is given to the emotional brain, it gets impoverished. Therefore, a balancing act needs to be done by teachers while imparting knowledge on academic subjects to incorporate the value or virtue that the subject is trying to convey to the reader or learner.

While the teacher teaches a topic 'Patterns' in Math, remember that the teacher has to touch the value of precision, discipline and punctuality. The whole universe gives us innumerable patterns and they all follow a certain order. That order brings discipline and it helps you see things in the right perspective. Similarly, the teacher, while discussing about geography, and earth in particular, what can be brought out is the virtue of evolution and the stability given by the earth. Earth is an evolved planet. The innate stability, the order, the growth and silence involved in this process are all virtues that can be imparted to the students. On similar lines, the ecosystem, the biology, atmosphere, the plants, animals, air, water, aesthetics, and beauty-all talk about values and virtues of truth, tolerance and love, coexistence, interdependence, compassion and honesty.

Integration of values with academic subject teaching is an effort of HEMA Foundation to reach to the teachers with the varied ways of dealing with academic subjects and making it very interesting for the students to learn.

Whom does this manual serve?



The next thing that HF is trying to incorporate is Skills along with values. Skills are also considered to be an integral part of learning and hence while a value is highlighted the skills are also touched upon.

The additional advantage that teachers who use this manual of HF is that, the chart of the flow of lessons can be as such adopted in real teaching sessions without the need for doing a lesson plan again. The pattern of a school lesson plan used for imparting academic session is given incorporating the values integrated in it.

The perfect way of starting an academic lesson in a normal classroom situation so that the students get glued to the teacher's skills of teaching, is assured in the manual through a context text-either by way of a story or an activity or discussion that rouses the interest of children

The description of the lesson ends with assignments for doing individually, at home or in class and this comes as a huge relief for the teachers

There is also a descriptive summary in the beginning of the text manual where in the topic, the core values, the skills and the activities that can be done and also the materials required for the same are all given so that the teacher gets a quick idea about how to go about the same.

HF, thus, is trying to travel that path of imbibing values to children along with the teachers!

Organization of the manual-How to read the manual?

The teacher will have to read and understand the manual as follows:

This teacher manual follows a certain structure that is not replacing the academic journal of the teacher. On the contrary, serves as an additional support as to how the teacher can link those values that are very relevant for a human life with the teaching of the subjects.

It has two parts:

A descriptive summary: this is a sheet in the beginning of each manual, showing what are the core values, sub values and skills that are linked with the topics and describes what activities can be undertaken to teach the values through subject integration and also shows what all education materials are required. Teacher has to glance through this to get a fair idea about how many values are integrated in total and understand this part first

The second part is the actual manual where the method of integration is dealt with the main academic concept.

The structure of the manual goes as follows: Start reading from introduction

- 1. Introduction: This gives what the lesson is about and what values, skills can be integrated here and the significance of it
- 2. Learning objectives: This plan talks about what are the academic and value driven objectives of learning the lesson
- **3. Process and Action:** Here the way how the lesson has to be undertaken and it is shown in the form of a flow chart for quick understanding mentioning the activities at each stage. It starts with the context which actually serves as the introduction of the class to the new topic.
- 4. Activities and related discussion: Here the activities are dealt with in detail with discussion questions that lead to both academic and value driven integration. It is through these the teacher is able to deliver the total lesson effortlessly.
- 5. Assignments: Gives assignments that can be done individually, at home, or as group in the class.

The activities given can be chosen by the teacher as and when needed or as per the time available. It is not mandatory that the teacher does all activities.

Conclusion:

It is a proven fact that any particular value learnt becomes a habit when one practices it consistently. The purpose of integration of values with academic subjects is to learn the values along with the academic concepts and so whenever the academic concepts are tested, the value learnt is reiterated. The creativity and imagination of teacher make the lessons interesting to the students and HEMA Foundation presents this Value Integration Teacher Manual for the benefit of the teaching and student community. Jai Hind

Conceived and presented by Vijayam Ravi, PhD Academic Director HEMA Foundation

"वसुधैव कुटुंबकम्"

Vasudhaiva Kutumbakam ("vasudha", the earth; "iva", is ; and "kutumbakam", family). This Sanskrit phrase literally translates to mean that the whole world is one single family. The Sages have said that the entire world is truly just one family connected with thoughts, emotions, humanity and humility.



सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामया । सर्वे भद्राणि पश्यन्तु मा कश्चित् दुःखभाग् भवेत् ।।

May all be prosperous and happy. May all be free from illness. May all see what is spiritually uplifting. May no one suffer in anyway.





We aim to cultivate a conscious understanding of human values in individuals in order to help them coexist peacefully and harmoniously.



Our mission is to awaken the spirit of value based living in all individuals at school, organizational and community levels through well researched and structured programs resulting in a responsible, effective and harmonious existence for all

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01 <u>Unit 1</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	7
VI.	Resources	7

02 <u>Unit 2</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	8
VI.	Resources	8

03 <u>Unit 3</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	7
VI.	Resources	7

04 <u>Unit 4</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	6
VI.	Resources	6

05 <u>Unit 5</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	6
VI.	Resources	6

06 <u>Unit 6</u>

Introduction	1
Learning Objectives / Outcomes	1
Process & Action Plan	2
Activities & Related Discussion	4
Assignments	6
Resources	6
	Introduction Learning Objectives / Outcomes Process & Action Plan Activities & Related Discussion Assignments Resources

07 <u>Unit 7</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	7
VI.	Resources	7

08 <u>Unit 8</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	7
VI.	Resources	7

09 <u>Unit 9</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	2
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	6
VI.	Resources	7

10 <u>Unit 10</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	7
VI.	Resources	7

11 <u>Unit 11</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	8
VI.	Resources	8

12 <u>Unit 12</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	1
IV.	Activities & Related Discussion	4
V.	Assignments	6
VI.	Resources	7

13 <u>Unit 13</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	8
VI.	Resources	9

14 <u>Unit 14</u>

I.	Introduction	1
II.	Learning Objectives / Outcomes	1
III.	Process & Action Plan	2
IV.	Activities & Related Discussion	4
V.	Assignments	6
VI.	Resources	6



Topic	Values / Life skills integrated & imbibed	Activities
Where to Look From	Core Values considered : Respect of diversity, Perspective taking, Orderliness	Value integration Activities:- 1.By interactions by different activities(drawing, pattern and folding)elicits and revise knowledge of concepts learned previously.
	Other SubValues: harmony, discipline, confidence, Compassion, respect, inclusiveness, belonging, unity, empathy, care,, equality.	2.Play video teacher conveys the importance of developing the skill of perspective taking3Diversity dress up activity & Discussions on different topic instill cultural diversity and equality, compassion, respect, inclusiveness
	Life skills: Listening, Creative thinking, Estimation, Accuracy, Drawing skills.	4.Nature Tour: Teacher can conduct a nature tour to help students understand that through the omnipresent beauty in nature, nature teaches us orderliness and harmony.
		5.Teacher can give a positive feed back and appreciate students. This will encourage students to develop curiosity and explore this topic further.
		6 Assignment:
		1) To prepare mask of animals using the concept of symmetry with the guide line given in text book.
		2) Making of different patterns of Rangoli using dots
		3) Preparation of Card with strips of qualities possessed by each student and their name. for class bulletin board (Teacher shall guide students how to prepare it)

Materials / Resources needed

Value Integration:-Solid shapes -Work sheets with dotted line. Blocks, cards, cut out of different shapes, Real objects of different shapes, Videos. Facilities and Equipment to show videos BB, Pen Ncert Text Book, Reference books, (R.D Sharma, R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that helps students to realize significance of diversity as when we observe any object from different positions/perspective it looks different it shape appears to be changed, Patterns teach them orderliness, discipline and confidence. Students observe a pattern in and around them and in many activities take place around them. Study of Patterns can inculcate the value of confidence to take decisions for what comes next among students, we find patterns in math, but we also find patterns in nature, art, music, and literature. Patterns provide a sense of order in what might otherwise appear chaotic. The knowledge and understanding of patterns can be transferred into all curriculum areas and open many doors where this knowledge can be applied Symmetry harmonizes shapes and patterns and make it beautiful.

The key discussions are:

1. By drawing, pattern and folding activity and by interactions and demonstrations teacher shall revise the previous knowledge of students

2. Playing Video to explain different perspective of a situation and guide students always they should take everything in a positive perspective

3. By doing a diversity dress up activity & Discussion on different topic help students to register in them compassion, respect, inclusiveness, diversity, belonging, unity, empathy, care, culture, equality, nation, world etc.)

4. Nature Tour/Presentation /Video explain the beauty of nature, this beauty comes from symmetry and harmonious co-existence of both living and non-living entities in the same environment. Similarly, all of us should live in peaceful co-existence with our surrounding environment and the people in it to lead a beautiful life. that in order to maintain balance and lead a peaceful & happy life one should always strive to achieve harmony in every field of life.

5. Assignment:

1) To prepare mask of animals using the concept of symmetry with the guide line given in text book.

2) Making of different patterns of Rangoli using dots

3) Preparation of Card with strips of qualities possessed by each student and their name. for class bulletin board (Teacher shall guide students how to prepare it)

which will help them the application of what students learned from this lesson,

<u>Unit 1</u>

Where to Look From

Respect of Diversity/Perspective taking& orderliness

I. Introduction

This chapter shows the different ways or perspectives to look at a particular situation. It gives the introduction of shapes and symmetries. This lesson also talks about patterns and symmetry. In mathematics it exposes a sense of harmonious and beautiful proportion and balance. Every creation is a balance of mathematics, the math of symmetry harmonises shapes and patterns.

This lesson helps students to realise significance of diversity as when we observe any object from different positions/perspective it looks different its shape appears to have changed, Patterns teach them orderliness, discipline and confidence. Students observe a pattern in and around them and in many activities take place around them. Study of Patterns can inculcate the value of confidence to take decisions for what comes next among students, we find patterns in math, but we also find patterns in nature, art, music, and literature. Patterns provide a sense of order in what might otherwise appear chaotic. Researchers have found that understanding and being able to identify recurring patterns allow us to make educated guesses, assumptions, and it helps us develop important skills of critical thinking and logic. The knowledge and understanding of patterns can be transferred into all curriculum areas and open many doors where this knowledge can be applied Symmetry harmonises shapes and patterns and make it beautiful.

II. Learning Objectives / Outcomes

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

- Acquires understanding about 2D shapes
- Identify and make 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc. and describes 2D shapes by the number of sides, corners and diagonals.
- Identify and view objects from different directions and draw different shapes they look from different views.

- Understand shapes and symmetries and different lines of symmetry (horizontal /vertical)
- Builds on a symmetrical geometric pattern using a dot grid

III. Process & Action Plan

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:



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 Respect of Diversity orderliness along with other sub-values like: harmony, discipline, confidence, compassion, respect, inclusiveness, belonging, unity, empathy, care,, equality

The unit also provides the scope to develop the following life skills in the students: Developing Creative thinking, estimation, accuracy, drawing skills.

IV. Activities & Related Discussion

A. Context activity for the teacher to start.

A1. Drawing activity:-

As part of this activity, the teacher takes the students on a field trip. On the trip, the teacher can ask the student to observe different objects and draw the same. It is to be noted here that the drawing made by students may be replicate the angle at which they are viewing the object such as top view or side view. Alternatively show students a replica of car, bus ,some vessels, books, eraser and tell them to draw pictures by observing from side and top. Ask the assigned partner to identify the picture.

A2.Pattern Activity:

Teacher shall give dotted line worksheet to all students and instruct them to make patterns of their choice.

A3. Folding Activity:

Teacher shall give cut out of different shape to every student and shall tell them to fold it in equal halves; each student can come and show to whole class. Teacher explains symmetry and some cases why it is not possible.

Teacher shall revise all previous knowledge regarding shapes, patterns & symmetry which will help them to understand the new concept.

B. Value Based activity:

B1. Activity: https://www.youtube.com/watch?v=tqz7UcCgbLA.

Teacher shall show the video and have a discussion session with students regarding different perspective of a situation. Guide students always they should take everything in a positive perspective.

An acrostic is a well-ordered way of helping your child figure out what traits are common to people with positive attitudes. These can serve as reminders or prompts about things they can do to adopt the same outlook. Here's how to use one:

Ask the students take a piece of paper and asking them to write the word "ATTITUDE" vertically down the left side of the paper in capital letters.

Set a timer for five minutes and brainstorm with your child about all the traits and characteristics that you both see in people with a good outlook on life. At this point, don't worry about whether the traits begin with the letters found in the word "attitude."

Next, ask your child to remember some of those traits and rework them so they fit in the acrostic.

Example Attitude Acrostic

Always sees the good in a situation.

Tries to find solutions to problems.

Takes time to appreciate the little things.

Is happy with what they have.

Takes responsibility for their actions.

Understands the need to listen to other people's opinions and thoughts.

Doesn't complain often.

Enjoys life.

Teacher shall discuss on each points in details with student by giving a situation. This activity will help them to look at every situation and everything in a wider and positive perspective. It is not always easy to see the positive things in life, especially for kids. But having a positive attitude and outlook makes solving life's problems much easier. Showing students how to turn a negative attitude around can help teach them some important coping skills that will serve them well throughout life.

 $Reference: \ https://kvstoday.wordpress.com/lesson-plans-prepared-by-chandigarh-region-as-per-b2b/$

B2. Activity: Diversity dress up

Diversity activities teach young children to respect and celebrate the differences in all people. Learning about different cultural aspects offers new experiences for children. It also helps them realize that we're all humans, despite differences in how we look or dress, or what we eat or celebrate. Games and activities offer a fun way for young children to learn about differences and similarities among people and to introduce the concept of diversity. All types of differences such as race, religion, language, traditions, and gender can be introduced this way.

The teacher shall decide a day to celebrate diversity day for their class. Teacher can plan it once student understands the concept and inform students/parents to prepare in advance.

1. Instruct students to wear traditional dresses.

2. Instruct and give topic to students to prepare a small speech/story/song on the terms related to harmony.

E.g. (Compassion, respect, inclusiveness, diversity, belonging, unity, empathy, care, culture, equality, nation, world etc.)

The teacher can encourage each student to perform in the class.

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 by learning from each other. Teacher can give a very strong message of inclusivity in the classroom "Everyone belongs"

This message on diversity day celebration remains with them recognizing diversity as a positive aspect of their lives. It is a powerful take away message for children that all races, colors and beliefs can live in harmony.

B3.Activity: Nature tour/show video/presentation

Nature uses symmetry to make things beautiful. Teacher shall demonstrate the beauty of symmetry and discuss with students. Symmetry gives a sense of harmonious and beautiful proportion and balance. 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.

Pictures-Symmetry in nature, symmetry at home, symmetry in human body,

Discussions

Teacher shall explain the beauty of nature; this beauty comes from symmetry and harmonious co-existence of both living and non-living entities in the same environment. Similarly, all of us should live in peaceful co-existence with our surrounding environment and the people in it to lead a beautiful and beautiful life.

V.C: Assignments

- C1) Prepare mask of animals using the concept of symmetry with the guide line given in text book.
- C2) Making of different patterns of Rangoli using dots
- C3) Preparation of Card with strips of qualities possessed by each student and their



name. for class bulletin board (Teacher shall guide students how to prepare it)

Resources

References:

1.https://www.mylittlemoppet.com/activities-to-teach-kids-about-diversity/

2.https://extension.psu.edu/programs/betterkidcare/knowledge-areas/environmentcurriculum/activities/all-activities/we-are-different-we-are-the-same-teaching-youngchildren-

3.https://kvstoday.wordpress.com/lesson-plans-prepared-by-chandigarh-region-asper-b2b/

Resources for Teachers:



- 1.Picture source:-https://in.pinterest.com
- 2. Ncert Textbook, Reference books, (R. D Sharma, R.S. Aggarwal)



Topic	Values / Life skills integrated & imbibed	d Activities		
Fun with Numbers	Core Values considered : cooperation and Sharing Other Sub-Values:	Value integration Activities:- By interactions, story and discussions ,games and activities register values team work, cooperation and sharing		
	Empathy, kindness, Patience, Respect, team work	1.By Sudoku puzzles, word problems and other brain teasers, teacher can revise and introduce this topic in a fun way.		
	Life skills: Ability to arrange objects stacked over one another, observation and recognition, solve problem with accuracy, creative thinking, logical thinking, and effective communication skills	2. Teacher can narrate a story of four friends and inculcate the value of team work and cooperation to overcome challenges.		
		3. Teacher can conduct an activity that involves students forming groups and performing group activity. Through this the teacher can provide positive feedback to positive attitude and educate children about consequences of negative behaviors while conducting a team activity		
		4. Teacher can conduct an activity that allows students to speak what's on their mind and also teach students to listen and talk only when they have the speaking apparatus.		
		Teacher can give a positive feed back and appreciate students. This will encourage students to develop curiosity and explore this topic further		

Materials / Resources needed

Value Integration:-

- 1. Small plastic cups, rubber bands, talking piece/mike, ball or teddy bear
- 2. Facilities to conduct activities
- 3. BB, Pen, blocks, Tins
- 4. Facilities and Equipment to show videos.
- 5. 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 and games are incorporated to inculcates the habit of sharing ideas, working together, applying individual creativity for the success of the team which gives an opportunity to grow from each other. Everyone has strength and weakness but when a group of children come together, they can overcome their weaknesses and enhance their strengths, thus increasing the power of work. It teaches students that sharing and cooperation maximize students learning and thereby achievement. Learning to work together will help students to sharpen their many social skills such as patience, respect for others, empathy, It also helps them develop confidence in themselves and trust in other people.

The key discussions are:

1.Conduct Sudoku puzzle & quiz for the class to get the number sense , teaser for brain and for revision of previous Knowledge .

2...Story narration: 'Story: Four Friends for inculcating cooperation and sharing among students. Teacher should emphasize on the importance of teamwork, cooperation and the importance to get along with each other to overcome challenges

3.Conduct cooperation activity for good communication, cooperation & teamwork. This activity demonstrates how cooperation and effective communication help them to work together as a team. Teacher should emphasize how together they can make an impossible task possible;

4.- Circle Activity to encourage listening skills, empathy and sharing is the Group Circle. The activity helps students relate to one another, and it can encourage students to accept and share feelings that may be difficult to talk about.

5.Assignment:Prepare a report and picture of Joy of Sharing activity done along with family & Friends which help them to apply the values learned from the lesson.

Grade III <u>Unit 2</u> <u>Fun with Numbers</u> Cooperation & Sharing

I. Introduction

The Lesson **Fun with Numbers** deals with numbers up to 1000, Number formation, place value, counting in hundreds, counting in tens, counting in ones, the counting of numbers above 100. It also covers forward and backward counting of numbers above 100 It elaborates the concept of addition and subtraction through word problems, 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, triple digit numbers using the idea of hundreds, tens and ones.

The idea of grouping of objects in tens & hundreds makes counting easy. This is an important method for students to learn at an early age. Counting is the action of finding the number of elements of a finite set of objects by continually increasing a counter by a unit for every element in the set, in some order. Learning to count/add is considered a very important educational and developmental milestone in most cultures of the world. Learning to count is a child's first step into mathematics and constitutes the most fundamental idea of mathematics.

This topic inculcates the habit of sharing ideas, working together, applying individual creativity for the success of the team which gives an opportunity to grow from each other. Everyone has strength and weakness but when a group of children come together, they can overcome their weaknesses and enhance their strengths, thus increasing the power of work. It teaches students that sharing and cooperation maximize students learning and thereby achievement. Learning to work together will help students to sharpen their many social skills such as patience, respect for others, empathy, It also helps them develop confidence in themselves and trust in other people.

II. Learning Objectives / Outcomes

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

- 1. To be able to form two digit numbers using two number cards or two dice.
- 2. To be able to form three-digit numbers using three number cards/3 dice.
- 3. To be able to arrange the numbers in ascending order and descending order of numbers
- 4. To be able to represent the numbers in cards of 100's, 10's, and 1's.
- 5. Learn to cooperate and share each others

III. Process & Action Plan

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:



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* – <u>Knowing, Understanding, Valuing and</u> <u>Acting</u> the values embedded in the topic.

The core values being considered are *Cooperation & Sharing* along with other sub-values like *empathy, kindness, patience, respect*

The unit also provides the scope to develop the following life skills in the students. Ability to arrange objects stacked over one another, observation and recognition, solve problem with accuracy, creative thinking, logical thinking, and effective communication skills

IV. Activities & Related Discussion

A.Context activity to start: Cross word/Sudoku

Teacher shall start with a Sudoku puzzle for the class to get the number sense and teaser for brain

Fill in the puzzle so that every row across, every column down and every 3 by 3 contains the number 1 to 9. Answer of the Sudoku is given in reference.

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

Clues:

- 1. Seek a 2 in the Centre block of squares
- 2. Finish the Centre block of squares

Search for 2s everywhere

Teacher can conduct a quiz: Mystery Numbers - Who Am I?

- 1) I am between 30 and 50. I have 4 tens. The sum of the digit is 5. Who am I?
- 2) I am between 70 and 90. I have 8 tens. I am larger than 81. I have a 7. Who am I?
- 3) I am between 0 and 40. I am larger than 25. I am smaller than 35. I have a 0. Who am I?
- 4) I am between 50 and 80. I am larger than 65. I am smaller than 75. I am larger than 73. Who am I?
- B. Value Based Activity
- **B1-Activity: Story: Four Friends**



This story is about four friends, an elephant, a monkey, a peacock and a rabbit. In the beginning, the four friends were not friends. They argued about who had the right to a fruit tree, whose delicious fruit was enjoyed by all of them. This argument stopped when a man overruled them and claimed ownership of the fruit tree. The four friends wondered what to do to get the fruit they all loved. They wanted to help each other so they became friends

"I will plant a seed in the ground," the peacock said.

"I will water it," the rabbit said.

"I will fertilise it," said the monkey.

"I will protect it," said the elephant.

The seed grew and grew until it became a tree. On the tree came the lovely fruit. Now the four friends had a problem. They could see the fruits but they could not reach them.
So they made a tower by climbing on each other's backs; first the elephant, then the monkey, the rabbit, and finally the peacock. Through their friendship and cooperation the four were able to share their favorite fruit.

Reference:.https://cooperativegames.com/four-friends-a-story-about-cooperation/

Discussion

- 1. In the beginning why were the elephant, monkey, peacock and rabbit not friends?
- 2. What did make them friends?
- 3. How did they make a fruit bearing plant?
- 4. How did they solve the problem to reach the fruit
- 5. What is the moral of the story./What lesson did you learnt?

Teacher shall discuss more and emphasize on how the animals, in the face of adversity, set aside their differences, combined forces to create a solution. By working together, not only were they able to get access to their favorite fruit but they also became good friends in the process.

This story teaches us the valuable lesson of cooperation and teamwork to overcome challenges.

B2-Activity: Cooperation Building

Instruction:

- 1. Teacher shall instruct students to form group of 4 (give freedom to choose their own groups so that the teacher can find out who can and cannot work with whom)
- 2. Provide 6 plastic solo cups and a rubber band with 4 pieces of string tied to it.
- 3. Instruct each group that they have to work together to use the rubber band to stack the cups in a pyramid without touching them.
- 4. Teacher shall supervise and note the points while students doing activity.
- 5. Once students finish the activity teacher shall discuss what was helpful when working together and what was not helpful

Students realise that being bossy was not helpful; the group with bossy attitude was the last one to complete the task. All in all teachers has to make it a fun activity and demonstrate how cooperation and effective communication help them to work together as a team

Reference: http://flamingofabulous.blogspot.com/2012/05/cooperationbuilding.html

B3- Circle Activity to encourage listening skills, empathy and sharing is the Group Circle.

Before beginning this activity, choose a "talking piece"—this is an object that is passed around the group and signals that the holder has exclusive speaking rights. You can use a stuffed animal, a small beach ball, or any object that is easy to hold and pass around.



If you can, remove the desks or tables from the classroom. If this is not possible, you can either push the desks and chairs to the perimeter of the room, arrange the chairs in a circle, or sit on the floor with the whole class.

Tell your students that in the Group Circle, only one person may talk at a time and everyone else must listen quietly and respectfully.

Show the class the talking piece and explain that only the individual holding the talking piece may speak.

- First, have the students pass the talking piece around the circle as a way to check in with each student. This is a good opportunity for everyone to practice holding and passing the talking piece, as well as an opportunity for students to say a few quick words about how they are feeling or what is on their mind.
- As the teacher/facilitator of the activity, introduce a topic of sharing; ask a question that what they would like to share with friends, their favourite part of the day, things that they are passionate about etc. you would like the circle to respond to. However, after you have sparked the conversation, make sure to take your seat in the circle, and become a member rather than a leader.

This activity can be a good way to inculcate sharing attitude in children, or simply encourage kindness at any time.

The activity helps students relate to one another, and it can encourage students to accept and share feelings that may be difficult to talk about.

Reference: https://positivepsychology.com/kindness-activities-empathy-worksheets/

C1. Prepare a report and picture of Joy of Sharing activity done along with family & Friends

Resources

References:

- 1. https://cooperativegames.com/four-friends-a-story-about-cooperation/
- 2. http://flamingofabulous.blogspot.com/2012/05/cooperation-building.html
- 3. https://positivepsychology.com/kindness-activities-empathy-worksheets/

Resources for Teachers:

1.http://www.mathsphere.co.uk/resources/MathSphereFreeResourcesSudoku.html

Answer of Sudoku

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



Topic	Values / Life skills integrated & imbibed	Activities
Give and Take	Core Values considered : Cooperation, Generosity& Sharing Other Sub-Values:	Value integration Activities:- 1.By playing crossword puzzle& by interactions and demonstrations teacher shall revise the previous knowledge of students.
	kindness, empathy, teamwork, happiness Life skills: Listening, : Estimation, Creative thinking, Computation	2. Round Robin - During this activity, students work on taking turns, supporting one another, and sharing their ideas.
	ability, Observation, Speed, and Accuracy, reasoning.	3.Story Narration & Discussion of the Story: Wise Man Orchard teaches when we share our goodness with others it makes world a better place to live in
		4.Combination activity:- This activity teaches good gestures of sharing through statement problems
		5. Assignment: Prepare a Journal of sharing & cooperation done by students daily which will help them to develop a habit of sharing& cooperation

Materials / Resources needed

Value Integration:-

- 1. Crossword puzzle printouts
- 2. Worksheets problems groupwise
- 3. Facilities and Equipment to show videos & conducting games
- 4. BB, Pen
- 5. Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children learn cooperation, generosity and sharing Teacher shall emphasize the value of sharing, so that those in need can be happy and the giver feels pleasure of giving. It may mean a reduction in quantity while you give but it gives multi-fold addition of happiness. Here teacher can relate giving is generosity taking away to sharing or removing the extra or asking for help when one is in need. Together giving and taking is cooperation. These are all important life skills we need to empower in children in younger ages.

The key discussions are:

1.By playing crossword puzzle & by interactions and demonstrations teacher shall revise the previous knowledge of students.

2. Round Robin - During this activity, students work on taking turns, supporting one another, and sharing their ideas.

3.Story Narration & Discussion of the Story: Wise Man Orchard teaches when we share our goodness with others it makes world a better place to live in

4.Combination activity:- This activity teaches good gestures of sharing through statement problems

5. Assignment: Prepare a Journal of sharing & cooperation done by students daily which will help them to develop a habit of sharing& cooperation

Unit III

<u>Give and Take</u> Cooperation & Sharing

I. Introduction

The chapter "Give and Take" discuss about addition and subtraction. Addition teaches combining by adding but subtraction is taking something away from the collection. When you add the group becomes bigger and when you subtract the group becomes less. This chapter deals with addition and subtraction operations with and without regrouping. Without re grouping concept has been studied in previous classes Addition & subtraction with regrouping is a very systematic concept for students to learn and without a solid understanding of place value, it will be difficult for students to understand this concept. In the early years of schooling, math is fundamental in the development of real-world mathematical skills that students will use throughout their entire life, therefore it is crucial to invest time and energy into effective teaching of double-digit addition and subtraction

Through this lesson **cooperation**, **generosity and sharing can be inculcate among students.** Whenever we have anything extra or surplus, we need to develop a habit of give-away to less fortunate and needy ones. Similarly when one doesn't have enough with us one should not feel sad there is always help that comes from generous people .Teacher should emphasize the value of sharing, so that those in need can be happy and the giver can feel the pleasure of giving. It may mean a reduction in quantity while you give but it gives multi-fold addition of happiness. Here teacher can relate giving is generosity and taking away to sharing or removing the extra or asking for help when one is in need. Together giving and taking is cooperation. 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:

• Adds and subtracts 2/3 digit numbers without grouping with grouping by using expanded notation (split and add).

- Add 3 digits numbers without regrouping using a spike abacus.
- Computes the simple addition & subtraction operations simultaneously & Calculates simple addition in mind (mental math).
- Solves word problems related to addition and subtraction.
 - i. Reads, understands and solves problems in different situations presented through pictures and stories, Solves word problem, Frames verbal problems.
 - ii. Solves puzzles on addition and subtraction.
- · Develop the habit of cooperation, generosity and sharing

III. Process & Action Plan

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:



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* – <u>Knowing</u>, <u>Understanding</u>, <u>Valuing and</u> <u>Acting</u> the values embedded in the topic.

The core values being considered are cooperation, generosity & sharing along with other subvalues like happiness, kindness, empathy, teamwork,

The unit also provides the scope to develop the following life skills in the students: *Estimation, creative thinking, computation ability, observation, speed, and accuracy, reasoning*

IV. Activities & Related Discussion

A.Context activity for the teacher to start:

Teacher shall start with a cross word puzzle to revise the number sense which students have studied in previous classes

A1: Crossword puzzle:

1. Write the numbers 10, 20, 30, 40, 50, 60, 70, and 80 in the correct place so that each side of the square adds up to 150.

2. 1. Write the numbers 10, 20, 30, 40, 50, 60, 70, and 80 in the correct place so that each side of the square adds up to 120.

5	



A2. Total & difference Puzzle

Example: How to solve the puzzle.







Source: Math-salamandar.com

B. Value Based activities:

BI: Round Robin: Joy of Sharing Day

Sharing activities for kids is a great way to help children overcome selfishness, and foster a love of sharing with their siblings and other children they encounter during their day.

Teacher shall divide the students in to groups (As per the wish of teacher) teacher asks them a question or gives them a problem to solve. The questions or problems are deliberating chosen, in that there are multiple ways to solve the problem and multiple points for discussion. Students in their groups take turn answer and sharing their ideas with each other, working together to come up with an answer that they all agree on

Problem to solve:

Planning programme for their class with sharing & cooperation as a theme. Teacher shall instruct each group to plan by conducting discussions, sharing ideas, brainstorming sessions and write it on a paper and explain to the class. The best plan agreed by all students can be implemented and shall be celebrated as a **Joy of sharing day**.

This strategy is important because it gives students the opportunity to work together to solve a goal or come to a joint understanding. It requires the participation of each student in the group, and ensures that students are sharing their ideas. During this activity, students work on taking turns, supporting one another, and sharing their ideas

B2: Story: Wise Man Orchard

Once a wise man bought a very big and beautiful house. This house had a huge orchard in front and it filled with trees bearing lots of fruits, Wise man was good by nature and greeted everyone with love and respect. Everyone in his neighbor liked him except one of his neighbour. This neighbor was an old man who used to live just next door to him was envious of him. He was jealous of him because everyone else liked him and old man didn't like that.Oldman wanted him to leave that neighborhood and for this he thought of irritating his new neighbor to make his every day miserable by one or other way. For some days old man tried many tricks but he didn't get any reaction from his new neighbor. He got irritated by it and then one day old man took all his garbage and threw it in his neighbour's porch at night. Next morning when wise man woke up and came to his porch, he saw the loads of garbage were thrown there. He cleaned his porch and collected all that garbage in a bucket. He knew that it was work of oldman. He went to old man house with bucket and knocked on the door.Oldman saw that it was that new neighbor, he grinned and thought to himself that at last he was able to make him angry and now he had come to quarrel with him. When old man opened door, wise man gave him that bucket. When old man looked inside that bucket, it was filled with freshly picked apples. Wiseman returned saying "One who is Rich in something. Shares it with others..."Listening to this old man realized his mistake and felt ashamed for his acts.

Moral: Always be good with others and share good with others. When we share our goodness with others it makes world a better place to live in

Sharing teaches children about compromise and fairness. They learn that if we give a little to others, we can get some of what we want as well. Children who share also learn how to take turns and negotiate, and how to cope with disappointment. These are all important life skill

https://moralstories26.com/sharing-with-others-wise-man-orchard/

B3: Combination activity

- 1. Jeevan was given Rs 980/- for taking care of the neighbor's plants for 4 weeks. He spent Rs 370/-at the schoolbook fair and Rs 90 on an ice cream date with his little sister. How much money did he have left?
- 2. 5. Wilson had Rs 700/- to donate. He donated Rs 200/- to his school's library, and he gave Rs 350/- to his town's food bank. How much money did he have left to donate to another place?

Discussion:

1. Teacher shall discuss the good gesture done by Jeevan for his neighbor and wise way of spending his earning

2. Teacher shall ask

- How much money did Wilson donate to his school library?
- How much money did Wilson donate to his town's food bank?

Teacher shall appreciate the good gesture of Wilson and advise them whenever they have extra they need to develop a habit of sharing

V.C: Assignments

C1.Prepare a Journal of sharing & cooperation done by students daily

Resources

References:

1.Source: Math-salamandar.com

2. https://moralstories26.com/sharing-with-others-wise-man-orchard/

Resources for Teachers:

1. Ncert Text Book, Reference books, (R.D Sharma, R.S.Aggarwal)



Topic	Values / Life skills integrated & imbibed	Activities
Long and Short	Core Values considered : Honesty, Discipline& Responsibility, Unity	Value integration Activities:- 1.By doing class room hands on activity teacher shall revise the previous knowledge of students
	Other Sub-Values: Accuracy, self-acceptance, Life skills: estimation, accuracy, measuring, guessing, differentiating, thinking, observation, drawing, problem solving, and critical thinking	2.Story Narration & Discussion on the story Unity in Diversity students learn diversity creates the unity3.3. By playing honesty fun game , students learn team work, discipline, and honesty
		4. Discussion in the class room regarding discipline make them realize how to behave in the class room .By preparing discipline rules for the same will give a good impact on them.
		5. Assignment: Preparation of honesty poster to display in class room will be reminder for them to follow what is written.

Materials / Resources needed

Value Integration:-

- 1. Worksheets & dice for playing honesty game Poster papers and sketch pens/colors to prepare class room rules
- 2. Facilities and Equipment to show videos and for conducting activities
- 3. BB, Pen
- 4. Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that students learn the importance of unity of measurement to measure different objects anywhere in the world.. Discipline and accuracy and honesty should be maintained while taking every measurement. Therefore along with academics students learn the significance of discipline, accuracy, honesty, unity and diversity which is necessary to lead a successful life

The key discussions are:

1.By doing class room hands on activity teacher shall revise the previous knowledge of students

2.Story Narration & Discussion on the story Unity in Diversity students learn diversity creates the unity

3. By playing honesty fun game, students learn team work, discipline, and honesty

4. Discussion in the class room regarding discipline make them realizes how to behave in the class room .By preparing discipline rules for the same will give a good impact on them.

5. Assignment:

1. Preparation of honesty poster to display in class room

2.Preparation of home discipline rules

which will be reminder for them to follow what is written.

<u>Unit 4</u>

Long and Short Discipline, Unity, Diversity& Honesty

I. Introduction

The lesson **Long and Short** discusses about measurement, length of objects by estimation, measuring and comparing length through non-standard means, need and concept of standard tools, concept of units, use of standard tools in daily life.

While learning children realise that lengths of different objects and things are measured in different ways using local or non-standard units. However, by using nonstandard methods and units the measurement varies from person to person. This diversity in measurement led to the need for standard units of measuring length. Standard unit is a unit which is accepted universally

Through this lesson students learn the importance of unity of measurement to measure different objects anywhere in the world. Students understand that one needs to have discipline, accuracy and honesty while taking any measurement. Furthermore, students learn the significance of discipline, accuracy, honesty, unity and diversity which is necessary to lead a successful life

II. Learning Objectives / Outcomes

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

- · Learners will be able to tell the long and short things without measuring.
- Learners will be able to measure the things with hand span, foot, and arm and also learn to compare.
- Learners will be able to know the need & use of the standard tools and concept of the standard tools in daily life.
- Learners will be able to understand the concept of units.Estimates and measures length and distance using standard units like centimetre's or meters and identifies relationships

- · Learners will be able to realise unity and diversity is important
- Learners will be able to maintain discipline ,accuracy and honesty while doing any work

III. Process & Action Plan

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:



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* – <u>Knowing</u>, <u>Understanding</u>, <u>Valuing and</u> <u>Acting</u> the values embedded in the topic.

The core values being considered are Discipline, Honest, Diversity & unity along with other sub-values like accuracy, self-acceptance,

The unit also provides the scope to develop the following life skills in the students: *estimation, accuracy, measuring, guessing, differentiating, thinking, observation, drawing, problem solving, and critical thinking*

IV. Activities & Related Discussion

A.Context Activity for the teacher to start:

Teacher shall divide students into group and assign the following activity in the class room

Group1: Different height objects will be given to learners; they will recognize long and short one without measuring. Instruct them to make a table and identify the longest and shortest.

Group2: Do the measurement of the bottom length of the blackboard using hand span and make a table

Group3: Measure the floor of classroom with foot (in groups) and make a table of it

Group4: Measure the length of different objects in the class room and compare the length

.Group5: Make a table of measurement of body parts of yours and your friend's.

Discussion: From these hands on experience students will be able to answer

- a. Which is the longest object?
- b. Which is the shortest object?
- c. Why everyone's measurement comes different when they measure the same thing with different hand span, foot and arm?

Teacher shall introduce the need of the standard tools and the concept of standard tools and its use in daily life.

B.Value Based Activity:

B1: Unity in Diversity

Each day we hear about countries and people fighting each other claiming that they are better or bigger. What if the planets themselves argued as to who is the best, or the most powerful, or the most beautiful?

Well, it so transpired that a long while back that the planets did argue. And they took their bickering to the all-knowing old Father Time. Each planet wanted to stake its claim as the best.

Father Time asked each planet to state why they thought they were better or unique. They even argued about who speaks first when Father Time said, "My children, please don't fight like this. Let's use the mnemonic device 'My very educated mother just served us noodles'. And she does make you the best noodles in the universe!"

Mercury proudly stated, "I provide the best view of the Sun, being the closest." Venus immediately scoffed "I am the hottest. Most come to me for warmth in cold winters."

Our very own Earth politely stated, "I am the only planet which supports life and has blue water all around." Promptly Mars bellowed, "So what? I also supported life at one point and was as blue. But today, none can beat my red hue."

Jupiter claimed that he was the largest in the solar system and his red spot was even bigger than Mars. Saturn quipped, "In beauty, none can parallel my rings."

Uranus objected, "That may be so, dear Saturn. I too have rings and moons, but to beat the hot summers none is colder than me." Lastly, Neptune laid claim to being the most mysterious of them all holding secrets waiting to be discovered for those who dared.

Having heard each claim, Father Time quietly chuckled to himself. "Have you heard your brother or sister? I made each one of you unique in your own way. Each one of you is special, my children. And together, you are able to stand united as a solar system. Minus any, you will crumble and drift."

I wonder - is it that simple? That diversity creates the unity. Well, I trust the wisdom of Father Time, and I hope that our leaders too can take a leaf from his book.

https://www.write4fun.net/view-entry/316400

Discussion:

This story helps students understand that although all the planets are different and have their own unique traits, without each other they cannot exist. It is only together, with their different and unique traits that co-exist and create our solar system. Similarly, the teacher should emphasize to students, that even though each one of us are different, some are short some are tall, we should be supportive of each other because it is only with the support of your friends, positive attitude and by treating everybody with respect does one gain respect in society and become successful in life.

B2: Honesty Game:



Teacher shall play a game to inculcate honesty among students

Source: https://static1.squarespace.com/static/

B3: Preparation of class room rules to maintain discipline in the class room and in school

Teacher shall discuss with students and make the class into groups and instruct them to prepare posters for display board

Eg.1

- 1. We always say please and thank you
- 2. Be nice to other people
- 3. We listen to everything the teacher says
- 4. Try to help keep our classroom clean
- 5. We study and play safely

Eg:2

- 1. We respect each other
- 2. We encourage each other
- 3. We are honest
- 4. We are positive
- 5. We show respect for school and personal property

Eg.3

- 1. Bring your mask everyday
- 2. Keep your mask clean

- 3. Make sure it covers your Mouth & Nose
- 4. Don't share your Mask
- 5. Keep the safe distance from other
- 6. Wash your hands frequently with sanitizer

This way teacher shall inculcate discipline among students by discussing and by hands on activities

V. C: Assignments

C1. Honesty poster for the class room for the display board to remind the students to follow honesty always in every walk of life

C2.Preparation for home discipline poster

Resources

References: 1.<u>https://www.write4fun.net/view-entry/316400</u> 2.https://static1.squarespace.com/static/ Resources for Teachers: Ncert Text Book, Reference books, (R. D Sharma, R.S.Aggarwal)



Topic	Values / Life skills integrated & imbibed	Activities
Shapes and Designs	Core Values considered : Harmony, Curiosity	Value integration Activities:- 1.Match Shapes with Objects activity for revision and introduction of new concept.
	Other Sub-Values:	
	peace.co-existence	2.Harmony day celebration in the class Everyone belongs"
	Life skills: spatial reasoning, artistic skill, creative skill, logical reasoning, and comparison.	This activity also promote multiculturism in a pluralistic society
	I	3.Tangram Activity:. Once students learn the tangram activity students make different shapes as per their creativity which will tap their curiosity
		4.Mathematics Scavenger Hunt (Combination Activity): This activity will inculcate curiosity, creativity, and looking at things in a different perspective
		5.Assignment: 1.Preparation"design using harmony of colors 2.Write a note regarding harmony

Materials / Resources needed

Value Integration:

- 1. BB, Pen, board, Duster.
- 2. Blocks, Bucket full of geometrical shapes, objects used in real life with different shapes
- 3. Papers, colours, scissors to make tangram puzzle
- 4. Facilities and Equipment to show videos.
- 5. NCERT Text books, reference books (R.D.Sharma, R.S Agarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated to encourage students to be more in tune to the world around them and see the connections between objects, as well as being better able to appreciate artistic works. While learning this topic students develop curiosity to know more and find harmony around them. Teacher shall encourage this quality in them by doing more activities. They also develop skills like comparison, describe spatial relationships, compose and decompose different shapes

The key discussions are:

By interactions, story and discussions ,games and activities register values Self Esteem, Self Confidence& Self-acceptance

1.Match Shapes with Objects activity for revision and introduction of new concept. At this age students will have confusion with size and weight and structure

2.Harmony day celebration in the class Everyone belongs"

This message on harmony day celebration remains with them recognizing diversity as a positive aspect of their lives. It is a powerful take away message for children that all races, colors and beliefs can live in harmony. This activity also promote multiculturism in a pluralistic society

3. Tangram Activity: Once students learn the tangram activity students make different shapes as per their creativity which will tap their curiosity

4.Mathematics Scavenger Hunt (Combination Activity) :This activity will inculcate curiosity, creativity, and looking at things in a different perspective

5.Assignment:

1. Preparation" design using harmony of colors

2.Write a note regarding harmony

This assignments are to practice and understand the values learned .

<u>Unit 5</u> <u>Shapes and Designs</u> Harmony, Curiosity

I. Introduction

The lesson Shapes and Design teaches about different shapes and designs, straight and curved edges, corners and edges of different objects, shapes of Animals and Birds with the help of diagram (Tangrams), by using different shapes designs of rugs, sarees, shawls floor pattern and tiling patterns. Developing shape recognition and skills are just one of the steps to effective mathematics education. The study of shapes provides a foundation for more advanced geometry concepts that will be explored and learned in the later years.

The ability to accurately identify shapes is a foundational mathematical skill, and it is quite rewarding for children because their world is full of shapes. Understanding shapes will enable students to be more in tune to the world around them and see the connections between objects, as well as being better able to appreciate artistic works. While learning this topic students develop **curiosity** to know more and find **harmony** around them. Teacher shall encourage this quality in them by doing more activities. They also develop skills like comparison, describe spatial relationships, compose and decompose different shapes

II. Learning Objectives / Outcomes

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

- To enable students to identify the different shapes.
- To know about the curved edges and straight edges of the different things.
- Name the objects related to different shapes.
- Draw designs related to different shapes.
- Develop a habit of curiosity

Learn the value of harmony and co-existence

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:



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* – <u>Knowing, Understanding, Valuing and</u> <u>Acting</u> the values embedded in the topic.

The core values being considered are curiosity & harmony along with other sub-values like peace & co-existence

The unit also provides the scope to develop the following life skills in the students' *spatial reasoning, artistic skill, creative skill, logical reasoning, and comparison.*

IV. Activities & Related Discussion

A.Context activity for the teacher to start:

Match Shapes with Objects:

Divide students into two groups of five or six members per group. The teacher will arrange two baskets for this activity. One basket will contain basic geometrical shapes while another will have shape related things. When the teacher blows a whistle, students from Group 1 should be able to pick a shape from the first basket and students from Group 2 should pick a shape-related object. They should then be able to match the object and shape correctly. This activity will help students to find shapes in everyday items and can lead students to explore shapes in all kinds of ways.

B.Value Based Activity:

B1: Activity: Harmony day celebration for Class III in school

The teacher shall celebrate harmony day for their class. Teacher can plan it once student understands the concept and inform students/parents to prepare in advance.

- 1. Instruct students to wear traditional dresses.
- 2. Instruct and give topic to students to prepare a small speech/story/song on the terms related to harmony.

E.g. (Compassion, respect, inclusiveness, diversity, belonging, unity, empathy, care, culture, equality, nation, world etc.)

The teacher can encourage each student to perform in the class.

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 by learning from each other. Teacher can give a very strong message of inclusivity in the classroom "Everyone belongs"

This message on harmony day celebration remains with them recognizing diversity as a positive aspect of their lives. It is a powerful take away message for children that all races, colours and beliefs can live in harmony. This activity also promote multiculturism in a pluralistic society

B2: Tangram Activity

Teacher shall teach students how to prepare tangram puzzle

- a. Folding the papers and cutting it into seven pieces
- b. Drawing lines, coloring it with different colors then cut into 7 pieces (Use card paper)

https://www.youtube.com/watch?v=inEC2rTaPgg (Reference for how to make tangram)

Teach shall demonstrate how to make different kinds of objects, animals and people. Once students learn the tangram teacher shall instruct students to make different shapes as per their creativity which will tap their curiosity



Picture Source: Pinterest.com

B3: Activity: Mathematics Scavenger Hunt (Combination Activity)

- 1. Teacher shall form groups of 5 students, take students outside the classroom (Define an area where participants will be allowed to search for the items. It can be within the school grounds, a park, ideally big enough so group can make independent discoveries)
- 2. Inform about location, time limit and meeting point
- 3. Hand out cards with the items to find (Teacher shall give different list as per the surroundings and try to make it a combination activity like shapes, tall, small, short, long, near, far, up, down, directions etc.)
- 4. Hunt for the items given in the list.

- 5. Share everyone's findings group wise to the whole class (There is no individual winners, it is a collaborative game where the goal is looking at things in a different point of view and inculcate curiosity and harmony)
- 6. Celebrate with a selfie
- 7. This activity will inculcate curiosity, creativity, and looking at things in a different perspective

Reference: https://www.idm314.org/resources/activities/idm-scavenger-hunt-en.p

V.C: Assignments

C1. Prepare a design with different shapes in a drawing paper where students shall use harmony of colours to make it beautiful.

C2. Instruct students to prepare small write up on their understanding of harmony

Resources

References:

1. https://www.youtube.com/watch?v=inEC2rTaPgg

2. Reference: https://www.idm314.org/resources/activities/idm-scavenger-hunt-en.p *Resources for Teachers:*

3. https://www.voutube.com/watch?v=1-3XJiJrW1k Shapes Revision

- 4. <u>https://www.youtube.com/watch?v=1leAVxYgJCs</u> Shapes Revision
- 5. <u>https://www.youtube.com/watch?v=xbh1gkr0-Qc</u>
- 6. https://www.youtube.com/watch?v=wq5RB9s8utM Animals

7. <u>https://www.youtube.com/watch?v= 5qrd9xApJI</u> Bowl, Candle, Chair, Key, T-Shirt, and Shoe)



Topic	Values / Life skills integrated & imbibed	Activities
Fun with Give and Take	Core Values considered : Cooperation, Generosity& Sharing Other Sub-Values: kindness, empathy,	Value integration Activities:- 1.By playing Sudoku puzzle& by interactions and demonstrations teacher shall revise the previous knowledge of students.
	teamwork, happiness, helping each other	3. What's in a Name? - This activity help them to understand each other and develop a cooperation among them
	Life skills: Decision taking, problem solving, logical thinking, and reasoning	2.Story Narration & Discussion of the Story: "Sharing happiness with others" teaches if you want to live a meaningful and happy life, help others find happiness.
		4.Musical Hula –Hoops :- This activity teaches students to instill cooperation among themselves
		5. Assignment: Prepare a Journal of sharing & cooperation done by students daily which will help them to develop a habit of sharing & cooperation

Materials / Resources needed

Value Integration:-

- 1. Crossword puzzle printouts
- 2. Hula-Hoops and music
- 3. Facilities and Equipment to show videos & conducting games
- 4. BB, Pen
- 5. Ncert Text Book, Reference books, (R.D Sharma, R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children the skills and values developed in the class room resonate a student's life time and often resurface to help them solve real-world or work –related problems may be years down the line. Through this lesson of operations of addition and subtraction teaches them the value of cooperation, sharing and generosity like when you have extra and if others need help and support you should cooperate with others generously share with them by kinds and means

The key discussions are:

1.By playing Sudoku puzzle& by interactions and demonstrations teacher shall revise the previous knowledge of students.

3. What's in a Name? - This activity help them to understand each other and develop a cooperation among them

2. Story Narration & Discussion of the Story: Sharing happiness with others teaches if you want to live a meaningful and happy life, help others find happiness.

4. Musical Hula – Hoops :- This activity teaches students to instill cooperation among themselves

5. Assignment: Prepare a Journal of sharing & cooperation done by students daily which will help them to develop a habit of sharing& cooperation

<u>Unit 6</u>

<u>Fun with Give and Take</u> Cooperation, Generosity & Sharing

I. Introduction

The lesson **Fun with Give and Take** deal with addition and subtraction using regrouping. This lesson also teaches them application of these operations in daily life, trains them to do addition and subtraction mentally, making subtraction using number line, check subtraction using addition. The purpose of this lesson is to give that time of practice outside of school for children that need to reinforce their adding and subtracting skills before jumping into multiplication and division

The skills and values developed in the classroom resonate through a student's lifetime and often resurface to help them solve real-world or work –related problems may be years down the line. Through this lesson of operations of addition and subtraction teaches them the value of **cooperation, sharing and generosity** like when you have extra and if others need help and support you should cooperate with others generously share with them by kinds and means

II. Learning Objectives / Outcomes

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

- 1. Understand concept of addition and subtraction and able to check subtraction using addition.
- 2. Able to solve problems of mental maths, apply these operations in daily life.
- 3. Able to apply number line to subtract two digit numbers
- 4. Student should understand the meaning of take away, differentiate etc.
- 5. Students learn to apply the skills and values like cooperation, generosity and sharing

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: Sudoku & Cross word practice to be familiar with numbers and addition& subtractionRefer-A1 B. Carry out the varied **activities** in class (given below) in the sequence specified. Game what Story of Game Musical hula seed to is in a name hoop to instill instil instill generosity. cooperation cooperation. Refer-B1 . Refer-B2 Refer-B3 C. Aid generalization of the concepts learnt, through assignments (given below). 1. Journal of Sharing & Cooperation. Refer-C1

3

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* – <u>Knowing, Understanding, Valuing and</u> <u>Acting</u> the values embedded in the topic.

The core values being considered are Cooperation, Generosity & Sharing along with other sub-values like helping each other

The unit also provides the scope to develop the following life skills in the students: Decision taking, problem solving, logical thinking, and reasoning

IV. Activities & Related Discussion

A. Context activity for the teacher to start:

1. Fill in the puzzle so that every row across, every column down and every 3 by 3 contains the number 1 to 9. Answer of the Sudoku is given in reference.

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

Clues:

- 1. Look for 1 in the centre square block of square
- 2. Look for a 4 in the centre block of squares
- 3. Finish the middle column (Column5)

Reference: http://www.mathsphere.co.uk/downloads/sudoku/

2. Addition& subtraction Crossword

Reference: https://www.mathinenglish.com/puzzlescrosswords.php

B.Value Based Acclivity:

B1: Activity: Story: Sharing Happiness with others-Generosity

There once was a farmer who grew the most excellent wheat. Every season he won the award for the best wheat in his county. A wise woman came to him to ask him about his success. He told her that the key was sharing his best seed with his neighbours so they could plant the seed as well. The wise woman asked, "How can you share your best wheat seed with your neighbours when they compete with you every year?" That's simple," the farmer replied. "The wind spreads the pollen from everyone's wheat and carries it from field to field. If my neighbors grew inferior wheat, cross-pollination would degrade everyone's wheat, including mine. If I'm to grow the best wheat, I must help my neighbours grow the best wheat as well. "This is not only excellent advice for growing the best crops, but also great advice for how to live your life. If you want to live a meaningful and happy life, help others find happiness.

Discussion:

- Why did the farmer receive award every year?
- Why did the wise woman come the farmer?
- What was the reason for the success of the farmer?
- Why did the farmer help his neighbours with best seed?
- What is the moral of the story?

Remember: The value of your life is measured by the lives you touch with love, kindness, respect, and hope.

Reference:https://www.myincrediblewebsite.com/the-best-seed-a-short-story-about-sharing/

B2: Activity: What is in a Name? to build sharing and cooperation activity

Arrange students in partners. Have one student begin talking about their first name to their partner, telling them what it is. Once they have said their name, they can now share a little bit about it. Some of the things you may encourage students to talk about are the meaning of their name, unique ways to spell it, why they were given it, what their name means in other languages, if they were named after someone, nicknames, and more. After
about 2 minutes, they are then to switch and let their partner discuss their name as well. Remind students to pay close attention as their partner discusses their name! Encourage them to continue to pay close attention throughout the activity.

Once both partners have shared their names, pair one set of partners with another set of partners, forming a group of four. The idea is to have each student introduce their partner to the two new students in the group. Encourage students to include as much of their partner's description as they can remember. Each student gets a chance to introduce their partner. Watch and enjoy as your students listen carefully, repeat, and get to know their peers!

https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/icebreaker-grab-bag/

B3: Activity- Musical Hula-Hoops

Instructions

Set up a line of hula-hoops at the front of your classroom, or move some desks and place the hoops in a circle.

How to Play

The game is played the same as regular musical chairs: the music plays and students walk in single file around the hoops. When the music stops, they must all put a foot inside one of the hoops. Then one hoop is taken away and the music begins again.

And here's where the game differs from the traditional version. More than one student can use a hoop. So as hoops are removed, students aren't eliminated but more are forced to share the hoops that remain.

A great advantage to this variation is that you don't need to start the game with a hoop for every student. So you can play it with large classes.

Options

To make the game even more cooperative, you could have students stand completely inside the hoops when the music stops, forcing them to squeeze together. https://www.physicaleducationupdate.com/public/510.cfm

V.C: Assignments

C1.Ask students to maintain a sharing /cooperation Journals where they will write daily one gesture they have done at school/home.

Resources

References:

1.http://www.mathsphere.co.uk/downloads/sudoku/

2.<u>https://www.mathinenglish.com/puzzlescrosswords.php</u>

3.https://www.physicaleducationupdate.com/public/510.cfm

4.https://www.myincrediblewebsite.com/the-best-seed-a-short-story-about-sharing/

5. https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/icebreaker-grabbag/

Resources for Teachers:

1.Ncert Text Book, Reference books, (R. D Sharma, R.S.Aggarwal)

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



Topic	Values / Life skills integrated & imbibed	Activities
The times Goes on	Core Values considered : Punctuality, Self-Discipline& Time Management	Value integration Activities:- 1.By Showing video teacher shall revise their knowledge regarding time and routine activities they do regularly
	Other Sub-Values: discipline ,order respect,	2.Story narration: 'Time and Tide Wait for None' ,through this teacher can inculcate
	Life skills: Listening, Observation, problem solving,	 the importance of time 3. The clock Preparation activity help them an idea about time management in school& classroom and at home 4. Buscheming trides on Time measurement
		activity for inculcating the importance of time .
		5.Assignment: 1.Prepare an individual customized time schedule for study pattern
		This activities help students practice the values learned through the lesson and make it a habit to lead a successful life.

Materials / Resources needed

Value Integration:-

- 1. Real Clock, Calandar
- videos, Chart Paper, sketch Pens, colours to prepare clock & calendar
- 2. Facilities and Equipment to show videos.
- 3. NCERT Text books, reference books (R.D.Sharma, R.S Agarwal)
- 4. Pen, board, Duster.

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated to encourage students to learn the practical use of time. This will help students get themselves acquainted with the sequence of daily routine they follow. At this age for them the day begins when they get up, after that a routine follows till they go to bed and that is night. Through these routine activities between day and night we need to inculcate the value of time, importance of punctuality and skills of time management. Managing time effectively, punctuality and self-discipline are the important qualities children need to be learned at school and home to be successful in later life. \backslash

The key discussions are:

1.By Showing video teacher shall revise their knowledge regarding time and routine activities they do regularly

2.Story narration: 'Time and Tide Wait for None', through this teacher can inculcate the importance of time, as time never stop for anybody, we need to utilize our time effectively to achieve success.

3. The clock Preparation activity help them an idea about time management in school & classroom and at home which will bring a systematic life style for them in future

4.By showing video on Time management activity for inculcating the importance of time. This help them to prepare an individual calendar to follow a time schedule for their daily routine which will bring a discipline and order in their life.

5.Assignment:

1. Prepare an individual customized time schedule for study pattern

This activities help students practice the values learned through the lesson and make it a habit to lead a successful life.

<u>Unit 7</u>

<u>The times Goes on...</u> <u>Punctuality, Self-Discipline& Time Management</u>

I. Introduction

The lesson 'Time goes on' contains concept of time which includes seconds, minutes, hours, days, weeks, months, years. Students will come to know about different parts of day namely, morning, noon, evening, night. Concept of seasons is also given in the lesson.

This lesson aims to make children learn the practical use of time. This will help students get themselves acquainted with the sequence of daily routine they follow. At this age for them the day begins when they get up, after that a routine follows till they go to bed and that is night. Through these routine activities between day and night we need to inculcate the value of time, importance of punctuality and skills of time management. Managing time effectively, punctuality and self-discipline are the important qualities children need to be learned at school and home to be successful in later life. It is been proved that children who know how to manage time will have self-discipline and have better chance to lead success everywhere. The more efficiently we act, the more time we will have leftover for future projects. If we look at all the important events of history, then we see that most successful people of history made the best use of time. The prosperous people of the world are very conscious of the value of time. Hence, we should never waste our time and try to make the best use of it.

II. Learning Objectives / Outcomes

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

- Students will come to know that seconds, minutes, hours are inter related and leads to formation of days, months and year
- Learning the concept of days, weeks, months and years. They will also come to know about seasons and festivals related to these.
- Learn to manage time effectively, and the importance of punctuality
- Develop self-discipline

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:



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* – <u>Knowing, Understanding, Valuing and</u> <u>Acting</u> the values embedded in the topic.

The *core values* being considered are <u>Punctuality, Self-Discipline & Time Management</u> along with other sub-values like discipline, order respect,

The unit also provides the scope to develop the following life skills in the students: Observation, problem solving, Listening

IV. Activities & Related Discussion

A.Context Activity for the teacher to start:

Teacher shall show the following video and ask students their routine of activities <u>https://www.youtube.com/watch?v=phVdFlkfbDA</u>

- What time did you wake up?
- What time did you have breakfast?
- What time did you start for school?
- What time did you leave from school?
- What time did you reach home?

Teacher can frame many questions related to time. Teacher shall also encourage students to frame questions and ask questions after dividing them into two groups.

Teacher shall show another video of days, weeks, months of year and revise the names of days and months with the help of fun song

https://www.youtube.com/watch?v=NA6sCLgqkL4

B. Value Based Activity

B1.Activity:Story on Time and Tide Wait for None

Teacher can start with the famous Story of Hare & Tortoise to tell them regarding the importance of time

Once there was a tortoise who was slow, he was always criticized by others for his slow pace. There was a rabbit in their community who used to run fast. Moreover, everyone praised him for his speed. So, to show his skills and to humiliate tortoise the rabbit challenged him for a race. The tortoise accepted the challenge because he never wanted any more humiliation. The race was scheduled after two days. To win the race, the rabbit practiced hard. Moreover, he started celebrating his victory beforehand. The tortoise was humble he had never thought of winning the race. Yet he was eager to give his best. So, the race started on the third the day of the challenge. Everyone knew that the rabbit would win. Therefore, the rabbit was overconfident of himself. The rabbit ate a lot before the race thinking if he would even walk then also, he will win the race. But the tortoise had a determination to give his best. After some time, the race started the tortoise was very slow, but he kept on moving. On the other hand, the rabbit was running at a very fast pace. Therefore, he was able to reach half the distance of the racetrack within a few minutes. After reaching that distance he thought that he should take rest. So, he lied down under a tree to take a little rest. But soon he went to sleep without realizing because he had eaten so much food before the race. While he was sleeping the tortoise constantly moved with time. Neither did he stop, nor did he take any rest. Thus, he was able to cross the rabbit while he was sleeping. When he was about to reach the finish line the rabbit woke up. He rushed towards the finish line. But it was too late till then the tortoise was much ahead than him. So, he crossed the finished line in the first place. The Rabbit cried after losing the race. While the tortoise was celebrating the victory.

After hearing the story you must be sure that 'time and tide wait for none'. Because the tortoise worked hard and utilized the time, so he was able to succeed in the race. Also, our life is like that only, to achieve success we must work hard with time. Moreover, we should always utilize our time in the best manner. Only then we will be able to achieve success in life.'

Discussion

After narrating the story, the teacher shall have a discussion to see if the students understood the story and what lesson they learnt form the story

Q1. Why was the rabbit not able to win the race?

Ans. The rabbit was not able to win the race because he wasted his time in sleeping?

Q2. What is the meaning of the idiom 'Time and Tide waits for none?"

Ans. The meaning is that time moves. In other words, it never stops for anybody.

Reference: https://www.toppr.com/guides/essays/time-and-tide-wait-for-none/

B2: Activity: The Clock Preparation for Class room

Teacher shall use. Give each student a copy of a blank clock with six slots on it. Some slots are bigger, some are smaller.

Share the story of Tarun a little boy the same age as they are. Tarun has to figure out what to do with his time.

- · He goes to school
- · He has dinner with mommy and daddy
- He does his homework
- He has play time with Mukul
- He has Skating, Karate class, football, basketball, dance practice... Whatever they might do.
- He has TV time

Let the kids know that the clock is split unevenly on purpose. Not everything takes the same amount of time. Then ask them to put each task in a slot on the clock that is most appropriate.

Some students may put playing with Mukul in the big slot from 7-10 (of course you can adjust this to the most appropriate times). They might put TV time in the big slot and homework in a small slot.

Discussion

Once the students have finished their clocks ask one or two of them to share. Why did they choose the slot they chose?

Talk with the kids about how they pick the amount of time they spend on different tasks. Discuss that while we sometimes want to play with Mukul for three hours, we have to get homework done so we can only play for one hour.

You can also discuss with them that making the right choice on how to spend time is important. When homework is done and if they do that first, then they have more time to spend with Mukul

Daily Practice

After students have learned about the importance of time and choosing a time, you can use your in-class clock to help them practice.

Use colours to shade in blocks of time. For example, you might color the clock red from 12:00 PM-1:00 PM to indicate recess and lunch time.

From 1:00 PM-1:30 PM you might color in the clock green for reading time.

From 1:30 PM-2:30 PM you might color in the clock pink for drawing time.

From 2:30 PM- 3:30 PM you might color in the clock yellow for PE time.

As time passes, you could show the students that their scheduled time is up and it's time to move to the next activity.

This visual aid will help students to see time passing and understand how you manage time in the classroom.

B3 Activity: Time Management Skill: https://www.youtube.com/watch?v=KBH4c55NnIY

Teacher shall discuss and teaches them how to manage time by interactive method and help them to make an individual calendar to follow a time schedule for their daily routine which will bring a discipline and order in their life. This will bring a systematic life style for them in future

Time management is the ability to understand the amount of time you have to complete a set number of tasks. The earlier that kids can learn about time management, the more they can benefit from the skills.

V. C: Assignments

C1.Prepare an individual customized time schedule for study pattern

Resources

References:

1.https://www.toppr.com/guides/essays/time-and-tide-wait-for-none/

2. l: <u>https://www.youtube.com/watch?v=KBH4c55NnIY</u>

3. https://www.youtube.com/watch?v=NA6sCLgqkL4

Resources for Teachers:

3. NCERT Text books, reference books (R.D.Sharma, R.S Agarwal)



Topic	Values / Life skills integrated & imbibed	Activities
Who is heavier?	Core Values considered : Respect of diversity, Self Belief & Self Respect	Value integration Activities:- 1.By doing classroom hands on activity individually and group wise teacher shall revise their previous knowledge and introduce the lesson.
	Other Sub-Values: Self- acceptance, confidence, courage	2.Story narration: 'Believing In Yourself' ,through this teacher can inculcate self- confidence and courage
	awareness, critical thinking, problem solving ability	3.By discussion with students guide them to prepare teamwise charts and its presentation on similarities and differences of different cultures globally
		4.Making a self -respect tree with the guidance of teacher will build self confidence among students.
		5Assignments .Magic mirror on the wall sheets .this help students to increase Self-respect& Self - confidence which is very significant for them.

Materials / Resources needed

Value Integration:-

- 1. Real weighing balance, A4 Size ruled papers, Chart papers of different colors
- 2. Facilities and Equipment to show videos
- 3. Pen, Board, Duster
- 4. NCERT Text Book, Reference books,(R.D Sharma, R.S.Aggarwal) P

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children develop the value of respect for diversity, self-respect & self-awareness among students. Children with self-acceptance and self-confidence and self-awareness believe in their competence and abilities, and confident children become confident adults who can overcome fears and clear obstacles in the way of their goals. Confidence wards off low self-esteem and can improve academic performance. Students learn to accept your 'imperfections' or flaws and love them, because they are what make you unique.

The key discussions are:

1.By doing classroom hands on activity individually and group wise teacher shall revise their previous knowledge and introduce the lesson.

2.Story narration: 'Believing In Yourself', through this teacher can inculcate selfconfidence and courage and make them realize that just how far they can fly with their own power

3.By discussion with students guide them to prepare teamwise charts and its presentation on similarities and differences of different cultures globally which will give an excellent opportunity to understand the value of diversity and respect diversity.

4.By discussion on self -respect making a self -respect tree will build self confidence among students.

5Assignments

.Magic mirror on the wall sheets .this help students to increase Self-respect& Self - confidence which is very significant for them.

<u>Unit 8</u>

Who is heavier?

Respect of diversity, Self Belief & Self Respect

I. Introduction

The lesson **Who is Heavier** envisage knowledge of units of mass/weight, concept of Heavy and light, use of Balance, weights 1 Kg and Grams, its computations and applications.

Though this lesson teacher can inculcate **the value of respect for diversity, selfrespect & self-awareness** among students. Children with self-acceptance and selfconfidence and self-awareness believe in their competence and abilities, and confident children become confident adults who can overcome fears and clear obstacles in the way of their goals. Confidence wards off low self-esteem and can improve academic performance. Make sure to look after yourself, and find people who make you feel good and happy. Challenge any bad thoughts that come into your head. Understand the things triggering these bad thoughts and make changes to deal with them. No one is perfect. Everyone has problems and concerns. Learn to accept your 'imperfections' or flaws and love them, because they are what make you unique. Self-acceptance is the key to feeling confident

II. Learning Objectives / Outcomes

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

- Able to know heavy and light things.
- · Able to guess the weight by looking at size, understand the concept of heavy and light.
- learn to weigh things with balance and weights, compare different things and find heavy and light
- Can buy things from market as they know the units of mass.
- Develop self-confidence, self-respect and self-awareness
- Learn to respect diversity

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:



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* – <u>Knowing, Understanding, Valuing and</u> <u>Acting the values embedded in the topic.</u>

The core values being considered are Respect of diversity, Self-Belief, Self-Respect, along with other sub-values like self-acceptance, confidence, courage

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

IV. Activities & Related Discussion

A. Context Activity for the teacher to start:

Direct instruction (whole class)

Discuss the concept of measuring objects by their weight

Provide an example of two objects within the classroom and ask the class to decide which is heavy and which is light

- · Pick in your one hand Math's textbook and in other hand English textbook
- Pick up your water bottle and pencil box
- Guess the weight of pkt. of popcorn and pkt. of sugar.

Split up the class into 5 groups of 4 on the floor with 6+ objects from the classroom

Group work

- Using the A3 worksheet students are to organise the objects onto the worksheet as either heavy or light
- Teacher to rotate between groups monitoring how the students made these choices questioning the students "How did you decide if the object was heavy or light?"

Group presentation

• Each group is to present their understandings to the class and explain why they thought the objects were heavy or light.

B.Value Based Activity

B1: Moral Story About Believing In Yourself

If you believe in yourself, everything is possible

Two grains were lying side by side on the fertile soil.

The first grain said: "I want to grow up! I want to put down roots deep into the ground and sprout from the ground. I dream to blossom in delicate buds and proclaim the coming of spring. I want to feel the warm rays of sun and the dew drops on my petals!". This grain grew up and became a beautiful flower.

The second grain said: "I'm afraid. If I put down my roots into the ground, I don't know what they will face there. If I grow tender stems, they can be damaged by wind. If I grow flowers, they may be disrupted. So, I would rather wait for the safer time. Thus the second grain was waiting, until a chicken passed by and pecked it.

Picture Source: Pinterest.com

Reference:https://www.inspirationalstories.eu/stories-about-self-confidence/

Discussion:

This small story tells us a lot about our own self-confidence and courage. We are capable of so much more than we realize in everyday life, and when we can just release our grasp on the physical structures that hold us to the ground, then we start to understand just how far we can fly with our own power

"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We are all meant to shine as children do. It is not just in some of us; it is in everyone. And as we let our own lights shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others" – Quote from Coach Carter

B2: Discussion

Celebrate similarities and differences with charts and artwork

Teacher shall discuss with students, how wonderful it is to have so many children in the class with similarities and differences, and how differences make each of us unique and special.

Teacher form 5 teams and assign students diversity theme to create chart/art preparation in the class rooms

Picture /drawing of the following of different countries/states

- Favourite Foods
- Important Festivals

- Famous Stories/History
- Traditional Clothes/Ornaments
- Famous Monuments
- Language used

After preparation of chart students shall do group presentation in the class in the class

Reserve a bulletin board or shelf for displaying artwork or classroom charts that celebrate the many ways children are alike and different. Proudly displaying similarities and differences is an excellent way to teach students to value diversity and respect diversity.

B3: Discussion: Self-respect

• Teacher shall discuss about respect and self-respect to students, Think about someone you truly respect. What qualities you like about them? Do you share any of those characteristics or traits? How do they impact or influence the respect that you have for yourself

• Self-respect helps you to make good choices and when those choices help you overcome challenges it boosts your self-confidence and thus increasing your self-respect. What are some things that can make you respect yourself (Say no to negative influences. Sometimes, "little things," like really listening to someone and finding value in his or her ideas and words, can boost that person's self-respect

Ask (for example):

- Has anyone ever said something negative about your intelligence, like "You're so stupid"?
- Has anyone ever said something negative about your body, like "You're so fat/skinny or you're ugly"?
- Has anyone ever made you feel unworthy of their friendship, like inviting everyone but you to his or her party?

• Have you ever done something bad in the hope of fitting in or being accepted by other kids?

Add other questions of your choice. (Alternatively, invite the group to brainstorm a list of things they do or say to themselves – like that they aren't good enough, smart enough, or brave enough to following their dreams – that can poke holes in their self-respect.) Say, "Positive beliefs make us feel good about ourselves. Negative beliefs make us feel bad about ourselves.

Today, let us do something to show someone that (s)he is valuable. Self-respect means having belief in one's own worth.

Teacher shall make pair of students, and distribute leaf shaped paper to everyone, ask students to write about their one good quality and their partners one good quality in a leaf shaped paper. Teacher shall make a class room tree of self-respect and let children put up the leaf in the tree. Teacher can have one big leaf or fruit in the same tree

Picture Source: Pintrest.com



V.C: Assignments

C1. Magic mirror on the wall sheets (Make a list of at least five positive beliefs you have about yourself and write them on this reflective mirror.)

Resources

References:

1. https://www.inspirationalstories.eu/stories-about-self-confidence/

2. https://teachers.schooldatebooks.com/wp-content/uploads/2017/08/Self-Respect.pdf

3. Pintrest.com

Resources for Teachers:

NCERT Text Book, Reference books,(R.D Sharma , R.S.Agarwal) P



Topic	Values / Life skills integrated & imbibed	Activities
How Many Times	Core Values considered : Caring, Team Work, Positivity/Optimism, cooperation	Value integration Activities:- 1.By using crossword puzzle the and by interactions and demonstrations teacher shall revise the previous knowledge of students.
	Other Sub-Values: positivity, collaboration, hard work Life skills: Estimation, observation, mental ability, problem solving, calculation, communication	2.&3.By using combination activity teacher shall inculcate cooperation, which promote caring, sharing and confidence among students .In addition to this their creativity, problem solving and communication skill also improve.
		4.Story Narration & Discussion on Optimism to teach that everything has a positive side as well and students should focus on the positive and hopeful side of everything.
		5. Assignment Reading and writing a review about inspirational stories will help them to develop a positive attitude in every aspect.

Materials / Resources needed

Value Integration:-

- 1. Work sheet of puzzles, Chart Paper for preparation of tables, Bottle caps or card paper
- 2. Facilities and Equipment to show videos
- 3. BB, Pen, Duster
- 4. Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children learn to work as a team. In that process students adopt positive / inclusive approach the reach of the solution /result will be in multiples. Team work is dividing the task and multiplies the success. "When you work together with teammates, you can do remarkable things, if you work alone; you leave a lot of victories on the table. Collaboration has a multiplying effect on everything you do because it releases and harnesses not only your skills but also those of everyone on the team"- John Maxwell. In addition, cooperative games promote kindness and sharing, build communication skills, and help develop empathy.

The key discussions are:

1.By using crossword puzzle the and by interactions and demonstrations teacher shall revise the previous knowledge of students.

2.&3.By using combination activity teacher shall inculcate cooperation, which promote caring, sharing and confidence among students .In addition to this their creativity, problem solving and communication skill also improve.

4. Story Narration & Discussion on Optimism to teach that everything has a positive side as well and students should focus on the positive and hopeful side of everything.

5. Assignment

Reading and writing a review about inspirational stories will help them to develop a positive attitude in every aspect.

<u>Unit 9</u>

How Many Times...

Caring, Team Work, Positivity/Optimism, cooperation

I. Introduction

This lesson "How Many Times…" deals with conceptual understanding of multiplication. The simplest way to begin teaching multiplication is to anchor the concept in terms of its relation to addition -- an operation student should already be comfortable with. Before moving on, ensure students grasp the first pillar of multiplication, that it is simply repeated addition. Students will be able to use repeated addition as a strategy to multiply two single-digit factors. Fluency in multiplication will also allow your child, as they progress through their school years, and as the mathematics taught becomes more complex, to use these basic skills and build upon them with more ease. As part of each person's mathematical 'toolbox', multiplication is a fundamental skill which will enable your child to succeed in what can often be considered a daunting subject but can, in fact, be an enjoyable and rewarding subject to master. The ability to fully understand multiplication and have fluency and instant recall will boost your child's confidence in the subject. Many of the tasks they are required to do both at school and the home requires this basic skill.

In any process if students adopt positive / inclusive approach the reach of the solution /result will be in multiples. Team work is dividing the task and multiplies the success. "When you work together with teammates, you can do remarkable things, if you work alone; you leave a lot of victories on the table. Collaboration has a multiplying effect on everything you do because it releases and harnesses not only your skills but also those of everyone on the team"- John Maxwell

When you work as a team there is a balance between taking care of yourself and taking care of your team and you need to be able to do both. When you can get to that place where you truly believe that your teammate's win is your win then you have a team. Therefore, through this lesson teacher shall inculcate Caring, Teamwork, Positivity/Optimism cooperation.Collaborative board and card games are a great way for children to learn how to work together with others in a fun and hands-on way. These types of games require everyone to work together which leads to teamwork, creativity. In addition, cooperative games promote kindness and sharing, build communication skills. Through this unit, the students will achieve the following grade appropriate academic and value based goals:

- They will able to write repeated addition as multiplication
- Multiplication using expanded notation.
- Column method of multiplication
- Column method of multiplication.
- Able to realize the importance of caring teamwork and cooperation
- Develop positive attitude and optimism

III. Process And Action Plan

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:



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



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* – <u>Knowing, Understanding, Valuing and</u> <u>Acting</u> the values embedded in the topic.

The core values being considered are Caring, Team Work, Optimism, Cooperation along with other sub-values like positivity, collaboration, hard work

The unit also provides the scope to develop the following life skills in the students: *Estimation, observation, mental ability, problem solving, calculation, communication*

IV. Activities & Related Discussion

A.Context activity for the teacher to start: Crossword Puzzle

Teacher can prepare a cross word puzzle which involve simple addition and subtraction and give to all students to solve.so that they will familiar with simple addition and multiplication



Reference: https://in.pinterest.com/pin/296674694208733713/?nic_v2=1a7Aoq0Sg

Value Based activities

Activity 1: Combination activities: Preparation of multiplication table and display on bulletin board in the classroom



Reference: https://www.weareteachers.com/22-fun-hands-on-ways-to-teach-multiplication/

Activity 2: Combination Activity

Flip bottle caps



Source: 'Crofts Classroom

Start with bottle tops and colour dot stickers. Write a multiplication sentence on one dot and put it on top of the bottle cap. Write the answer on a second dot and put it on the bottom of the bottle cap. Then have students get in a group and lay all the tops with the multiplication sentence showing. They take turns, say the sentence aloud, and have to answer before turning the top over to check. If they get it right, they keep the top. If they get it wrong, they put it back. Whoever has the most at the end wins! This type of collaborative activities allows everyone to participate and work together leading to teamwork, creativity, and problem solving. Additionally, this cooperative activity promotes caring and sharing, helps build communication skills and helps to develop confidence

Reference:https://www.weareteachers.com/22-fun-hands-on-ways-to-teach-multiplication/

Activity 3: Story on optimism

There was once a farmer who devised a competition between his dog and his rabbit. He made a hole in one of his biggest fields, and hid a carrot and a bone in it. He wanted to see which animal would find them first.

The rabbit was very cheerful and optimistic, and he threw himself into looking for the carrot, digging here and there, totally convinced that he would find it. But the dog was pessimistic, and after sniffing around for a bit, he lay down on the ground and began to complain how difficult it was to find one bone in such a big field.

The rabbit dug for hours, and with every new hole the dog complained even more about how difficult this was, even for the rabbit. The rabbit, on the other hand, thought that each hole dug was one hole less that needed digging. When there was no place in the whole field left to dig, the rabbit dug a tunnel to right under where the dog had been lying all that time. There he found the carrot and the bone.

And this is how it was that the dog lost due to his pessimism. Because, thanks to his great instinct, he had already found the right place at the very beginning!

Teaching kids to be optimistic is possible, but simple telling them to do so won't work. There are many different ways we can teach optimism and positive thinking to students, from positive language and avoiding negative quips, additionally reading books about optimism and the power of a positive outlook can really help students see the value of it

Reference: <u>https://freestoriesforkids.com/children/stories-and-tales/pessimistic-dog</u> https://www.youtube.com/watch?v=82h12spypps

V. C:Assignments

C1.Reading and writing a review about inspirational stories (Teacher shall suggest /guide names of Good Books from school library)

Resources

References:

- 1. https://in.pinterest.com/pin/296674694208733713/?nic_v2=1a7Aoq0Sg
- 2. https://www.weareteachers.com/22-fun-hands-on-ways-to-teach-multiplication/
- 3. https://www.weareteachers.com/22-fun-hands-on-ways-to-teach-multiplication/4.

4.https://freestoriesforkids.com/children/stories-and-tales/pessimistic-dog

Resources for Teachers:

- 1.Ncert Text Book, Reference books, (R.D Sharma , R.S.Aggarwal)
- 2. https://www.youtube.com/watch?v=82h12spypps
- 3. 'Crofts Classroom



Topic	Values / Life skills integrated & imbibed	Activities
Play with Patterns	Core Values considered: Confidence, Curiosity and Harmony	Value integration Activities:- 1.By using puzzle as a fun activity& brain teaser teacher shall revise the previous knowledge of students.
	Other Sub-Values: peace, discipline, sense of order Life skills: computing, observation, recognition	2. By doing the combination activity of puzzles along with fun learning team wise involves a sense of challenge and curiosity.
		3&4. Discussion regarding Fibonacci numbers, Show video & nature walk to see and feel in reality will create curiosity among students. Preparing Fibonacci acrostic will retain their knowledge.
		5. Assignment:1.Prepare acrostic Fibonacci poem2.Create puzzlesto spark their creativity and curiosity

Materials / Resources needed

Value Integration:-

Puzzle work sheets
 Facilities and Equipment to show videos and space for conducting activities
 BB, Pen, Duster
 Ncert Text Book, Reference books, (R.D Sharma , R.S.Aggarwal)

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 to develop their own internal patterns on which they take decisions. These inherent patterns are the reason why children behave or respond to situations in the way they do. Therefore when children receive a positive feedback on their actions this increases their self-confidence. Additionally, it brings a sense of order and harmony to a student's life. Study of Patterns also can inculcate the value of confidence to take decisions for what comes next & Curiosity among students, we find patterns in math, but we also find patterns in nature, art, music, and literature. Patterns provide a sense of order in what might otherwise appear chaotic.

The key discussions are:

1.By using puzzle as a fun activity& brain teaser teacher shall revise the previous knowledge of students.

2. By doing the combination activity of puzzles along with fun learning team wise involves a sense of challenge and curiosity. As they tackle puzzle together the bond among them will make puzzle a fun activity which make them to do more and treasure forever.

3&4. Discussion regarding Fibonacci numbers, Show video & nature walk to see and feel in reality will create curiosity among students. Preparing Fibonacci acrostic will retain their knowledge.

5. Assignment:1.Prepare acrostic Fibonacci poem2.Create puzzlesto spark their creativity and curiosity

<u>Unit 10</u>

<u>Play with Patterns</u> Confidence, Curiosity and Harmony

I. Introduction

The lesson "**Play with patterns**" deals with, geometrical shapes, patterns, numbers, students recognize the basic unit for generating patterns, making of design. Researchers have found that understanding and being able to identify recurring patterns allow us to make educated guesses, assumptions, and; it helps us develop important skills of critical thinking and logic. The knowledge and understanding of patterns can be transferred into all curriculum areas and open many doors where this knowledge can be applied. The topic Pattern teaches children the idea of sequence.

By learning from experiences, children develop their own internal patterns on which they take decisions. These inherent patterns are the reason why children behave or respond to situations in the way they do. Therefore when children receive a positive feedback on their actions this increases their self-confidence. Students associate their previous learning in a new situation and thus a sequence is observed. Additionally, it brings a sense of order and harmony to a student's life. Study of Patterns also can inculcate **the value of confidence to take decisions for what comes next & Curiosity** among students, we find patterns in math, but we also find patterns in nature, art, music, and literature. Patterns provide a sense of order in what might otherwise appear chaotic never waste our time and try to make the best use of it.

II. Learning Objectives / Outcome

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

- Able to make patterns and designs from straight lines, numbers and other geometrical shape.
- Identify simple symmetrical patterns, patterns in the numerals for odd and even numbers, patterns in his or her surroundings
- Realize the role of creating a pattern and decode the secret messages based on pattern

- Recognize the basic unit for generating patterns.
- Identifies the rule in a growing number Sequence and extends them and completes the same.
- Develop a sense of curiosity while making patterns
- Learn Harmony & maintaining peace with the surroundings.
- Maintaining order and thereby gain confidence

III. Process & Action Plan

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:



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* – <u>Knowing, Understanding, Valuing and</u> <u>Acting</u> the values embedded in the topic.

The *core values* being considered are *Confidence, Curiosity and Harmony* along with other sub-values like peace, discipline, sense of order

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

IV. Activities & Related Discussion

A.Context Activity for the teacher to start

Teacher shall give the following puzzles to solve in the class room as a fun activity in the class room as a brain teaser and revision of patterns



A1

Put the numbers 1, 2, 3, 4, 5, 6 and 7 in the circles so that each straight line of three numbers adds up to the same 312

A2



Calculate the value of





Reference:

https://www.cuemath.com/learn/maths-puzzles-for-class-3/ http://www.mathsphere.co.uk/resources/MathSphereMathsPuzzles.htm

B.Value based activity:

B1: Teacher shall divide the class into groups and give them puzzles to solve




Teacher shall revise patterns with the concept of Fibonacci sequence which is already introduced in II std) Video/Pictures or teacher can prepare presentation of Fibonacci sequence in flowers, animals, etc. and introduce them so that teachers can give a spark on their curiosity

Fibonacci pattern of numbers 0, 1, 1, 2, 3, 5, 8, 13, 21, 34...

The next number is found by adding up the two numbers before it:

- the 2 is found by adding the two numbers before it (1+1),
- the 3 is found by adding the two numbers before it (1+2),
- the 5 is (2+3),
- · and so on.

https://www.youtube.com/watch?v=pau3cpg008s.

Teacher shall show this video and make students to draw the pattern and take students for a **nature walk** to show the pattern exist in nature.

- · Pause and explain Fibonacci numbers and their origin.
- · Identify Fibonacci numbers in nature and art.

- · Generate the next numbers in the Fibonacci sequence.
- · Create an original number sequence.
- · Create a Fibonacci rectangle and spiral.
- · Write an acrostic Fibonacci poem.

E.g.

Word Crunching

Ι

wrote

a poem

on a page

but then each line grew

by the word sum of the previous two

until started to worry at all these words coming with such frequency

because, as you can see, it can be easy to run out of space when a poem gets all

Fibonacci sequency

Teacher shall revise patterns with the concept of Fibonacci sequence which is already introduced in II std) Video/Pictures or teacher can prepare presentation of Fibonacci sequence in flowers, animals, etc. and introduce them so that teachers can give a spark on their curiosity.

Source: http://www.amathsteacherwrites.co.uk/a-fibonacci-poem

V.C: Assignments

C1. Prepare acrostic Fibonacci poem.

C2. Prepare puzzles

Resources

References:

1.https://www.cuemath.com/learn/maths-puzzles-for-class-3/

2. http://www.mathsphere.co.uk/resources/MathSphereMathsPuzzles.htm

3.https://www.cuemath.com/learn/maths-puzzles-for-class-3/

4.https://brainfans.com/site/user/42

5. https://www.youtube.com/watch?v=pau3cpg008s.

6.http://www.amathsteacherwrites.co.uk/a-fibonacci-poem

Resources for Teachers: 1.https://fibonacci.com/nature-golden-ratio/ 2.Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal) This is one of solving the puzzle; students come out with different ways

Ans: A2:



This puzzle involves associating numbers to shapes. Since the first set has 3 shapes, it can be connected with 3 numbers. So, the circle is 3, the square is 1 and the triangle is 2.Following a similar line of reasoning, the star is 4. The diamond is 5.Therefor the numbers to be added is 324+152 = 476Ans A3: ? = 28 (multiply the right by the bottom, then add the left)

Ans:B1

1.The doors can be named A, B, C, D, E, F, G. Suppose Anisha enters the room through Door - A, the list of entry door-exit door pairs will be AB, AC, AD, AE, AF, AG. Approaching the problem this way will help the child see a pattern in the number of options for each door. The 7 different doors will have 6 combinations each. This gives a total of 7*6=42 combinations.

2. The first thing we can notice is that the pattern is symmetrical. It would be useful to draw the line of symmetry for these figures and see if that can reveal the underlying pattern. If we draw the line of symmetry it will be apparent that the first figure is number 1.

The second figure is number 2, the third figure is number 3 and the 4th figure is number 4. Similarly, clubbing numbers 5 and 6 will give us the next two patterns

3.Ans: Green

4. The key to this puzzle is to understand that an ant crawls. So, as it moves from point A to point B it will navigate in both horizontal and vertical directions. The solution to this puzzle is very simple and elegant. In getting from A to B, the ant takes a number of horizontal steps and a number of vertical steps. The sum of all the horizontal steps should be 6 meters. This is the total 'horizontal shift' in moving from A to B. Similarly, the sum of all the vertical steps should be 3 meters. This is the total 'vertical shift' in moving from A to B. Since the sum of all the horizontal and vertical steps is 6+3=9 meters, the ant will crawl a total distance of 9 meters.

5.Ans:24

6. Answer: Think of how you can change the operation to make it work. Take away the top right matchstick of 8 and use it to change the minus sign to a plus sign. Therefore the correct solution will be 9+6 = 15 which makes the equation true.

7. Answer: The technique here is to assess if a pattern can be identified by applying a basic operation such as addition, subtraction, multiplication, or division. Since there are numbers in a circle, we can try the addition operation. This gives us a sum of 20 in 3 circles. Thus the fourth circle must add to 20 as well. Hence the missing value is 1

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8.Answer: 30
(2 + 7 + 3) * 2 = 24
(9 + 7 - 4) * 2 = 24
(4 + 0 + 8) * 2 = 24
(5+5+5) * 2 = 30
9. Ans:60
Turtle = 10(10 + 10 + 10 = 30)
Crab = 5 (10 + 5 + 5 = 20)
Octopus = 10 (2 \ge 10 + 5 = 25)
Result: 10 + 5 \ge 10 = 10 + 50 = 60
10. Ans: 0
Bee = 40
Chicken = 0
40 + 0 = 40
40 + 3 \ge 0 = 40
80 - 0 = 80
3 \ge 40 \ge 3 \ge 0 = 0
The result is 0
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11. Ans:7 Let us start with the first circle: 1 + 3 + 9 - 5 = 8 Then 2 + 8 + 3 - 9 = 4 0 + 6 + 1 - 5 = 2 5 + 2 + 1 - 1 = 7.

12. Answer: Make a list of the handshakes by each person. While each person makes 3 handshakes, a handshake by red to yellow is the same as yellow to red. Removing repetitions will leave us with 6 handshakes.

13. Answer: Each shape can be associated with a number.

Two triangles are equal to 4. So one triangle is equal to 2.

A triangle and a circle equal to 5. Since a triangle is 2, the circle is 3.

On similar lines, a square is 5 and a diamond is 4.

Therefore, the first set can be written as 2 + 3 + 5 = 10

The second set can be written as 3+5+4 = 12

Further, the third set can be written as 2+3+5+4 = 14



Topic	Values / Life skills integrated & imbibed	Activities
Jugs& Mugs	Core Values considered: Accuracy/Precision, Curiosity, Responsibility	Value integration Activities:- By display of concrete vessels and interactive questions& answers teacher elicits different types of vessels and make
	Other Sub-Values: confidence, self- acceptance, team work, respect	students to identify big & small concept ,the quantity of liquid can hold by the vessel and introduce standard measures of liter and milliliter.
	Life skills: comparison, estimation, conservation of water, critical thinking, self- awareness, creativity, and problem solving ability	2.Playing Dart game teacher shall demonstrate the importance of accuracy and precision to win a game
		3.Combination activities of HOT Questions to instill curiosity& confidence among students.
		4.Narration of story "An Insignificant Task "to inculcate the value of responsibility
		5.Assignment 1. Prepare a chart of drinking water usage (liter) of each family member. Guide and instruct healthy habit of drinking enough quantity of water

Materials / Resources needed

Value Integration:-

- 1. Different types of vessels like Jugs, Mugs, Buckets, Glass, Cups etc.
- 2. Dart Game Equipment's
- 3. Work sheets for HOT Questions
- 4. Facilities and Equipment to show videos
- 5. NCERT Text Book, Reference books,(R.D Sharma, R.S.Aggarwal) P

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that making students doing and experimenting by hands on activity instill curiosity among students. The curiosity approach is about developing independent thinking, stronger non-verbal communication, problem-solving, lifelong learners, risk-taking, confidence building, self-acceptance respect for resources and the natural world, creative and critical thinking, Imagination. 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.

The key discussions are:

1.By display of concrete objects and interactive questions& answers teacher elicits different types of vessels and make students to identify big & small concept ,the quantity of liquid can hold by the vessel and introduce standard measures of liter and milliliter.

2.Playing Dart game teacher shall demonstrate the importance of accuracy and precision to win a game

3.Combination activities of HOT Questions to instill curiosity& confidence among students.

4.Narration of story "An Insignificant Task "to inculcate the value of responsibility, how to be responsible even in what are apparently the smallest tasks which will yields best results at the end.

5.Assignment

1. Prepare a chart of drinking water usage (liter) of each family member. Guide and instruct healthy habit of drinking enough quantity of water

<u>Unit XI</u>

Jugs and Mugs

Accuracy/Precision, Curiosity, Responsibility.

I. Introduction

This lesson aims to teach children the concept of measurement /volume in real life situations and develop the concepts nonstandard measurement activity. Volume is the physical property of an object that describes how much space it takes up. If the object is hollow, volume is the amount of water/liquid it can hold. Containers can have the same volume and be completely different shape The lesson Jugs & Mugs teaches concept of litre and millilitre, measurement and volume

Study of Jugs & Mugs teaches the value of Precision & Accuracy, curiosity, confidence & Self-acceptance among students. By, making students perform hands on activity, the teacher can instill the value of curiosity among students. The curiosity approach is about developing independent thinking, strong non-verbal communication, problem-solving, lifelong learners, risk-taking, confidence building, self-acceptance respect for resources and the natural world, creative and critical thinking, Imagination. 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. A surgeon who treats a human being needs to be precise and accurate with every movement as any mistake may result in serious repercussions for the patient. In scientific experiments precision is very important to get correct and accurate results. In military, air force, navy, space research centres accuracy is very important to yield greater success. All the above examples highlight the importance of being detail oriented and that this quality is a must to be successful in life.

II. Learning Objectives / Outcome

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

 Measuring and comparing the capacity of containers, used in daily life, in terms of non-standard units, Learn that only liquids can be measured by containers of known capacity.

- 2. Compare different containers in terms of capacity, getting a rough idea about how much one litre is, Estimate and guess.
- 3. Get the idea of half, twice, four times etc.
- 4. Using standard measuring units, such as 1 litre, 500 ml, 200 ml, etc
- 5. Develop the quality of Precision & Accuracy in all activities
- 6. Register a curiosity approach while doing hands on activities

III. Process & Action Plan

Measuring something-be it size or volume purely works on the relative perception. Each object has a volume, has a measure and any comparison must be done with due respect to the object. 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:



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* – <u>Knowing</u>, <u>Understanding</u>, <u>Valuing and</u> <u>Acting</u> the values embedded in the topic.

The core values being considered are Accuracy/Precision, Curiosity, Responsibility along with other sub-values like confidence, self-acceptance, team-work, respect

The unit also provides the scope to develop the following life skills in the students' *comparison, estimation, conservation of water, critical thinking, self-awareness, creativity, and problem solving ability*

IV. Activities & Related Discussion

A.Context Activity for the teacher to start:

The teacher shall demonstrate different types of vessels in front of the students and ask them which of the vessels can hold more water than the other. For E.g. teacher shall ask them to arrange the following objects in the order of increasing capacity by writing 1, 2, 3 under it.



The students can be asked about the vessels that they use daily to carry water, milk, oil, and juice. The teacher can provide a few real-life examples of how much water one can drink, the vessels used for drinking water, and the vessels used to store drinking water. The vessel used for making tea or boiling milk, the vessel used for storing oil for daily use, the vessel used in bat rooms etc. These examples will enable the students to have an idea and distinguish the quantity of non-standard measures. Teacher shall discuss with the children about the capacity of the different vessels.

Questions to check their prior knowledge:

- 1. Have you seen a milkman selling milk?
- 2. How will you ask the milkman to give the required quantity of milk?
- 3. How will you ask the shopkeeper for the required quantity of milk sold in packets?
- 4. How will you ask for the required quantity of oil from the shop?

From the responses of the students, explanation can be provided to them that liquids are measured in terms of litres and millilitres. The teacher can explain about standard measures of measuring liquids, such as litre, 500 ml, 200 ml, 100 ml, and so on. The teacher can also remind the students that they take medicinal syrups in millilitres when they fall sick.

Reference:https://www.azimpremjifoundationpuducherry.org/resource-catalogues/jugs-and-mugs

B. Value Based Activities

B1`: Activity 1: Dart Game -Hit the Target,

Teacher can demonstrate how to throw the darts with precision and given them steps.

They should follow the following steps

- Place the right foot forward
- Leaning and raise the dart at eye level
- Focus on centre of gravity of dart
- Hold the dart with at least three fingers
- Keep other fingers open
- Aim the target directly
- Dart throwing technique then release

Note:

The dart can have a suction or vacuum creating rubber tip, this is to ensure safety of students. Teacher should explain to the students that students can hit the target by focusing on the target, with practice the students will hone their skills and the teacher should reward the students for their precision and accuracy.

Through this activity the students learn that to win they need to be precise and accurate, to be precise, they require to practice and hone their skill. By encouraging students to be precise the teacher sets a personality development change in motion, requiring the child to change the way they look at a problem.

B2: Combination Activity:

Teacher shall divide students in groups and assign activities given below /teacher shall prepare more HOT activities which will encourage their curiosity approach when they work as a team which increases their communication skills.

1. What measures will you use to measure the following quantities of a given liquid? Write the answer the respective boxes.

Sr.No	Quantity of liquid to measure	1000ml=1litre	500ml	200ml	100ml	50ml
1	950 ml of milk					
2	650ml of milk					
3	5 litres of petrol					
4	80 litres of petrol					
5	10 litres of petrol					
6	5liters 100ml of varnish					

2. How many 100 ml measures of oil will fill the following vessels?

Sr.No	Capacity	How Many 100ml
1	200 ml of capacity	
2	500 ml of capacity	
3	700 ml of capacity	
4	1litre of capacity	

3. How many 200 ml measures of water will fill a:

Sr.No	Capacity	How Many 200ml
1	1200 ml vessel	
2	2 litre can	
3	4-liter drum	
4	1 liter can	

4. Which kind of measure (liter or milliliter) would you use to measure the following things (liquids)?

Sr No	Name of Liquid	Liter	Milliliter
1	Milk in a glass		
2	Medicine in a tea-spoon		
3	Ink in your pen		
4	Cough syrup in a bottle		
5	Petrol in a car tank		
6	Water in a can		
7	Kerosene oil in a jar		
8	Pain in a drum		

Reference:https://www.math-only-math.com/worksheet-on-measurement-of-capacity.html

B3: Story: An Insignificant Task

The day when the jobs were handed out was one of the most exciting for all the children in the class. It took place during the first week of the term. On that day, every boy and girl was given a job for which they would be responsible for the rest of that school year. As with everything, some jobs were more interesting than others, and the children were eager to be given one of the best ones. When giving them out, the teacher took into account which pupils had been most responsible during the previous year, and those children were the ones who most looked forward to this day. Among them Rita stood out. She was a kind and quiet girl; and during the previous year she had carried out the teacher's instructions perfectly. All the children knew Rita was the favourite to be given the best job of all: to look after the class dog. But that year there was a big surprise. Each child received one of the normal jobs, like preparing the books or the radio for the lessons, telling the time, cleaning the blackboard, or looking after one of the pets. But Rita's job was very different. She was given a little box containing some sand and one ant. And even though the teacher insisted that this ant was a very special ant, Rita could not help feeling disappointed. Most of her classmates felt sorry for her. They sympathized with her, and remarked at how unfair it was that she had been given that job. Even her father became very angry with the teacher, and, as an act of protest, he encouraged Rita to pay no attention to this insignificant pet. However, Rita, who liked her teacher very much, preferred to show the teacher her error by doing something special with that job of such little interest. I will turn this little task into something great," Rita said to herself.

So it was that Rita started investigating all about her little ant. She learned about the different species, and studied everything about their habitats and behaviour. She modified the little box to make it perfect for the ant. Rita gave the ant the very best food, and it ended up growing quite a bit bigger than anyone had expected...

One day in spring, when they were in the classroom, the door opened, revealing a man who looked rather important. The teacher interrupted the class with great joy, and said, "This is Doctor Martinez. He has come to tell us a wonderful piece of news, isn't that right?"

"Exactly". said the Doctor. "Today they have published the results of the competition, and this class has been chosen to accompany me, this summer, on a journey to the tropical rainforest, where we will be investigating all kinds of insects. Among all the schools of this region, without doubt it is this one which has best cared for the delicate little ant given

to you. Congratulations! You will be wonderful assistants!" That day the school was filled with joy and celebration. Everyone congratulated the teacher for thinking of entering them in the competition, and they thanked Rita for having been so patient and responsible. And so it was that many children learnt that to be given the most important tasks you have to know how to be responsible even in what are apparently the smallest tasks. And without doubt, it was Rita who was most pleased at this, having said to her so many times "I will turn this little job into something really great".

Discussion:

- What care did teacher take while distributing job to students?
- Why Rita is favourite for the teacher?
- What type of Job did each student receive?
- What different job did Rita get?
- Why did Rita and all other students get disappoint?
- How did Rita taken the job even if everyone discouraged her?
- How did Rita do her job?
- Who published the result of the competition?
- What was the prize announced?
- Why did their class get the prize?
- Why did everyone thank Rita?
- What is the moral of the story?

Reference: https://freestoriesforkids.com/children/stories-and-tales/insignificant-task

V.C: Assignments

C1. Prepare a chart of drinking water usage (litre) of each family member. Guide and instruct healthy habit of drinking enough quantity of water.

Resources

References:

1. https://www.azimpremjifoundationpuducherry.org/resource-catalogues/jugs-and-mugs

- 2. https://www.math-only-math.com/worksheet-on-measurement-of-capacity.html
- $3. \quad : https://freestoriesforkids.com/children/stories-and-tales/insignificant-task$

Resources for Teachers:

1.NCERT Text Book, Reference books, (R.D Sharma, R.S.Aggarwal)



Topic	Values / Life skills integrated & imbibed	Activities
Can We Share	Core Values considered : Sharing & Kindness	Value integration Activities:-
onare	Other Sub-Values: joy, happiness	1.By using crossword puzzles the and by interactions and demonstrations teacher shall revise the previous knowledge of students.
	Life skills: Listening skill, logical thinking, reasoning	2. Through the story of Keith teacher shall instill the value of sharing and thereby happiness.
		3.2.Through the story spreading Joy teacher shall demonstrate the significance of being happy and spread the happiness to others.
		4. Through the activity of Bag of Joy a habit of sharing can be developed among students at an younger age, which makes class world a happy place
		5.Assignment:
		1. Kindness Slogans
		2. Kindness Posture
		This activity will help them to register the value of sharing

Materials / Resources needed

Value Integration:-

- 1. BB, Pen, Duster
- 2. Facilities and Equipment to show videos.
- 3. NCERT Text books, reference books (R.D.Sharma, R.S Agarwal)
- 4. Worksheet of puzzles

Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated to inculcate the values of sharing, cooperation and being kind. Children learn to apply the knowledge of sharing in real-life situations. These values when exhibited with the world helps in building trust, eases conflict, encourages communication, improves relationships and cooperation.

The key discussions are:

1.By using crossword puzzles the and by interactions and demonstrations teacher shall revise the previous knowledge of students.

2. Through the story of Keith teacher shall instill the value of sharing and thereby happiness.

3.2. Through the story spreading Joy teacher shall demonstrate the significance of being happy and spread the happiness to others.

4.Through the activity of Bag of Joy a habit of sharing can be developed among students at an younger age, which makes class world a happy place

- 5.Assignment:
- 1. Kindness Slogans
- 2. Kindness Posture

This activity will help them to register the value of sharing and kindness

<u>Unit XII</u> <u>Can We Share</u> Sharing & Kindness

I. Introduction

The lesson "**Can We Share**" teaches division using equal sharing, representing and explaining division using equal grouping, relating division to repeated subtraction, relating division to multiplication.

Through this lesson, along with academic concepts teacher can inculcate the values of sharing, cooperation and being kind. Children learn to apply the knowledge of sharing in real-life situations. These values when exhibited with the world helps in building trust, eases conflict, encourages communication, improves relationships and cooperation.

II. Learning Objectives / Outcome

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

- · Divide objects equally into groups.
- Write division or multiplication facts. explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.
- Solves simple real life problems involving division (without remainder) (2 digit number)
- Recognizes and uses the relationship between multiplication and division to check calculations
- · Identify missing number in a division statement
- · Learn sharing and kindness

III. Process & Action Plan

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around." - Leo Buscaglia Sharing between things or people is the beginning of kindness. This is also fundamental to the Math concepts of division. 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:

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:



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* – <u>Knowing</u>, <u>Understanding</u>, <u>Valuing and</u> <u>Acting</u> the values embedded in the topic.

The *core values* being considered are *sharing and kindness* along with other sub-values like joy, happiness

The unit also provides the scope to develop the following life skills in the students: Listening *logical thinking, reasoning.*

IV. Activities & Related Discussion

A. Context activity for the teacher to start:

Fill in the blanks of each crossword puzzle to make the division equation true to revise the previous knowledge of students



Reference: https://www.education.com/worksheet/article/division-crossword/

https://www.teacherspayteachers.com/Product/Multiplication-Division-Crossword-Puzzle-5174628

B: Value based activity:

B1: Story: Sharing Brings Happiness

Once there lived a boy named Keith with his mother. He turned eight and it was time for a

grand celebration. Keith was very excited about celebrating his birthday that evening. His mother had decorated the house with streamers and balloons. She had prepared many snacks like chocolate chip cookies, blueberry muffins, chocolate cake and lots of lemonade to drink.

Keith had invited a lot of friends and he was waiting eagerly for his friends to arrive. Soon, there was a knock at the door, A boy with matted hair and torn clothes stood at the door, asking for food, Keith shouted," Go away, boy! Don't keep standing at my door. "Keith's mother saw this but before she could say anything, Keith's friend's came. Soon the boys played many games and had fun.

After they had left, Keith saw the same boy standing across the street. His mother said," you should invite him in and share food with him, your happiness will double if you share!". Keith understood and invited the boy in. Later he felt happy helping someone in need. And he got a new friend, too

https://www.bedtimeshortstories.com/top-5-moral-bedtime-stories-boys

Discussion:

Teacher can conduct a discussion post narrating the story by asking questions on various parts of the story.

The teacher can then emphasize how by sharing the food with the hungry boy, Keith learned a valuable lesson. He learnt, that by sharing that which you have more to those who need it the most, one achieves happiness and joy that cannot be matched. The teacher should tell students that they should be kind and helpful to all those who need their help and never be mean, rude to those who do not have much.

B2: Story of spreading Joy

Once, a teacher and his young assistant arrived at a village where the people were angry and quarrelsome. At their request, he gave them his blessings, and asked them to remain together in the village forever.

In the next village they met joyful people who were cooperating with one another and caring for each other. The teacher blessed them too, but asked them to leave the village, and spread out across the country.

The puzzled assistant asked the teacher why he had given such different advice. The teacher smiled, "Those angry, argumentative people will only spread their unhappiness wherever they go. So I asked them to stay where they were. But it is better for the caring people to spread out, taking their happiness with them. Then others will also learn to be joyful."

Reference:https://www.speakingtree.in/article/stories-of-sharing-and-spreading-joy

Discussion:

Through this story, the teacher can emphasize that one should always keep a positive attitude, the teacher should encourage students to be kind and helpful to people as by doing so, those who experience kindness of another human being also indulge in the same by being kind to others. So, a simple act of kindness can go a long way in making the world a better and happier place.

B3: Activity: Bag of Joy for Sharing

One of the things teacher shall focusing through this lesson is empowering students with opportunities for them to realize that they can make a difference in their community, school, , and neighbourhood Teacher can discuss in the class about joy of sharing. Teacher shall ask them what would they like share with others and why? Students may come with different ideas, and with lot of enthusiasm.

- Make a list of items with the help of students they wish to share
- Make a list of people in the community that they need help that your school can bless
- Teacher shall decide a date (Diwali Time / Christmas Time) for sharing.

• Teacher shall divide the class into groups. Each group will bring decided item. (Mini chocolate Bar, pack of Biscuits, notebooks, pens, lunch box, small water bottle.)

Teacher can make a Big Bag of joy for sharing for the class and decide a date so that students can bring them to class and deposit in the bag. As these bags are designed to be given to people in the community who are not necessarily needy/poverty stricken, but may enjoy some appreciation, acknowledgement and love.

- Now teacher guide students to make small bag of Joy and draw a picture card with the help of craft teacher & art teacher make individual bag of joy to the people
- On decided date teacher along with the students can share the Bag of Joy for the needy ones

V. C: Assignment

C1. Kindness Slogans

C2. Kindness Posture

(Teacher shall brainstorm a list of kindness slogans or look up quotes about kindness. Examples include, "Being kind never goes out of style!" or "Kindness Changes Lives." They can then choose their favourite slogan or quote and design their poster around it. Hang the posters around the school or library/classroom

Resources

References:

1.https://www.education.com/worksheet/article/division-crossword/

2.https://www.teacherspayteachers.com/Product/Multiplication-Division-Crossword-Puzzle-5174628

3. https://www.bedtimeshortstories.com/top-5-moral-bedtime-stories-boys

4.https://www.speakingtree.in/article/stories-of-sharing-and-spreading-joy

Resources for Teachers:

1. NCERT Text books, reference books (R.D.Sharma, R.S Agarwal



Topic	Values / Life skills integrated & imbibed	Activities
Smart Charts	Core Values considered : Honesty, Discipline& Responsibility	Value integration Activities:- 1.By conducting a survey of favorite game teacher shall revise the previous knowledge and introduce the new lesson.
	Other Sub-Values: confidence, caring, neatness, helping	Then teacher instruct students to do a survey in the class room by dividing them into groups and assigning topic.
	Life skills: Listening, organization, collection, recording, presentation, analysis, estimation, critical thinking, data handling	2.Story Narration & Discussion of "The boy who cried wolf" teacher demonstrate the significance of honesty.
		3.By showing a video teacher shall make students to sing the song of honesty which will have a good impact on them
		4.By assigning responsibility to students by dividing the class into groups and rotating the activity will help them to become responsible not only in class room but the outside also.
		5.Assignment
		1.Making responsibility Sheet
		2.Preparation of Honesty
		.This activity helps students to practice what they have learned.

Materials / Resources needed

Value Integration:-

- 1. Facilities and Equipment to show videos
- 2. BB, Pen
- 3. Ncert Text Book, Reference books,(R.D Sharma , R.S.Aggarwal)

Description (of the points of discussion)

Value Integration:

In this chapter the activities and games are incorporated in such a manner that children learn honesty, responsibility and discipline while handling data to get accurate result. Being honest with others is essential for creating and maintaining healthy relationships, and being honest is vital for personal development and growth, as well as self-acceptance and self-esteem. Responsibility" is a key word in the classroom and, as teachers; we play an important role in helping students become responsible — interpersonally, personally, at home, and in the local and global community. In the fast changing world it is very essential for a child to learn best things in life. Instilling values like honesty, responsibility and discipline in life at an early age lay foundation for him/her to become better human being

The key discussions are:

1.By conducting a survey of favorite game teacher shall revise the previous knowledge and introduce the new lesson. Then teacher instruct students to do a survey in the class room by dividing them into groups and assigning topic.

2.Story Narration & Discussion of "The boy who cried wolf" teacher demonstrate the significance of honesty. This story not only encourages children to tell the truth but shows them why lying may backfire

3.By showing a video teacher shall make students to sing the song of honesty which will have a good impact on them

4.By assigning responsibility to students by dividing the class into groups and rotating the activity will help them to become responsible not only in class room but the outside also.

5.Assignment

- 1.Making responsibility Sheet
- 2.Preparation of Honesty
- 3. This activity helps students to practice what they have learned.

Unit XIII

Smart Charts

Honesty, Discipline & Responsibility

I. Introduction

This chapter is an early introduction to data handling, an important area of mathematics. By the end of primary school, children need to be able to collect and record data, to present it in the form of bar charts and tables, to recognise patterns in the data and to draw inferences.

Through this lesson students learn honesty, responsibility and discipline while handling data to get accurate result. Being honest with others is essential for creating and maintaining healthy relationships, and being honest is vital for personal development and growth, as well as self-acceptance and self-esteem. "Responsibility" is a key word in the classroom and, as teachers; we play an important role in allowing students to become more responsible — interpersonally, personally, at home, and in the local and global community. In the fast changing world it is very essential for a child to learn best things in life. Instilling values like honesty, responsibility and discipline in life at an early age lay foundation for him/her to become better human being

II. Learning Objectives / Outcome

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

- 1. Knowledge about data-Collection and recording data in raw form
- 2. Knowledge of simple tally marks: Present the data in the form of frequency table
- 3. Knowledge about the pictograph using easy symbols-Represent the data in graphical form as a bar chart or others
- 4. Represent data in tabular form- Answer the questions based on pictorial representation of data.
- 5. Learn to be honest, disciplined and responsible in all actions taken up by them.

III. Process & Action Plan

Handling information or Data. Is a science and it needs tremendous sense of precision and lot more skills. It would be a great effort for children if they are able to handle data with the values that are subscribed to it, for better understanding. 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: and action plan, as depicted in the flow chart on next page:



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* – <u>Knowing</u>, <u>Understanding</u>, <u>Valuing and</u> <u>Acting</u> the values embedded in the topic.

The core values being considered are Honesty, Discipline & Responsibility along with other sub-values like confidence, caring, neatness, helping

The unit also provides the scope to develop the following life skills in the students: organisation, collection, recording, presentation, analysation, estimation, critical thinking, data handling.

IV. Activities & Related Discussion

A.Context Activity for the teacher to start:

A1. Teacher shall ask each student their favorite game by making a list of games on the board and record it against the game using tally marks given below. Using the information complete the table

Sr.No.	Name of the game	Tally Marks	Total
1	Skipping		
2	Cricket		
3	Football		
4	Hide and Seek		
5	Kick the can		
6	Hopscotch		

Questions:

- 1. Which is the most popular game?
- 2. Which is the least popular game?
- 3. How many students like hide and seek more than kick the can?
- 4. How many like to play Hopscotch.

A2: Now teacher shall ask students to do a survey in the class on different topic (Favorite hobby, food items, fruits, color, festival, etc.) and present in the class group wise

B. Value Based Activities:

B1: Stories are an excellent way to teach children honesty. There are some classic stories that can be used to encourage truth-telling, such as The Boy Who Cried Wolf.



Don't be like this boy

There was once a shepherd by the name Ronnie who looked after a flock of sheep. One day, out of boredom, he decided to play a trick. He screamed "Help! Wolf! Please help!". The villages came running with sticks to drive the wolf away and protect the boy. When they reached the boy, they asked him where the wolf was. The boy laughed and said "I fooled everyone! There was no wolf." The villagers left angrily.

The boy repeated the same trick several times and the villagers came running in every time. They gave a warning to never pull that trick again as the boy laughed. One day, a wolf entered the field where Ronnie and the flock of sheep were and slowly started attacking the sheep one by one. Ronnie shouted "Wolf! Help, please!". The villagers heard him but dismissed his cries, thinking he was playing a trick on them again.

Ronnie ran down the hill and told the closest villager about the wolf. When the villagers followed him, they saw the wolf running away after killing and hurting the sheep. Ronnie cried "I called for help! Why didn't anyone come to help?". An old villager consoled him, he said, "We are sorry about the sheep. But now you should know that nobody believes a liar... even when they are telling the truth."

Moral of the story: There is no believing a liar, even when he tells the truth.

Discussion:

Through this short story, a boy comes up with a story about a wolf trying to eat his sheep. He receives a lot of attention from others but is ultimately found out. Later, a wolf actually shows up to take his sheep, but nobody believes him because he lied about it before. This story not only encourages children to tell the truth but shows them why lying may backfire!

Reference:<u>https://www.hopscotch.in/blog/8-moral-stories-for-kids-teach-them-honesty-patience-and-more/</u>

Teacher shall discuss and ask the following questions regarding honesty & Lying

- When was the last time you lie? What did you lie?
- Why do people lie?
- Do you think it is ok to lie to avoid hurting someone's feelings?
- What would you do if someone spread lies about you?
- Why honesty is important?
- How do you feel when you have dishonest with someone?
- Do you agree with the statement "honesty is best policy"

Students come out with different answers; have a patient hearing correct them whenever they are wrong.

B2: song of honesty

https://youtu.be/uo1n3JzEt7Y

Teacher can make students listen the song make them to write the lyrics and sing in the class together.

B3: Activity; Taking Responsibility:

Responsibility means taking action as a trustworthy person, being organized is very important to a person who is responsible.

Discuss with students about Responsibility and elicit answers from students

Responsibility is doing one's job sincerely

Responsibility is caring

Responsibility is trying to do your best

Responsibility is helping others when they need help

Responsibility is being fair

Responsibility is helping to make a better world

After making students understand the meaning of responsibility teacher shall assign class responsibilities. The best way to ensure that students take an active role in maintaining the classroom is to assign classroom jobs on a rotating basis. Classroom jobs have the added benefit of giving students important responsibilities and ownership in the classroom. Rotating a variety of jobs among students will ensure that everyone is sharing these responsibilities and will help prevent jealousy over coveted jobs. Teacher shall divide the class into 4 groups and assign jobs and

Sr. No	Jobs Assigned	Groups
1	Classroom Maintenance	Group1
2	Teachers Helpers	Group2
3	Peer Support and Leadership Roles	Group3
4	Jobs Benefit the Greater School	Group4
	Community	

1. Classroom maintenance:

- Switch off fans & lights when not in use
- Keep the class room neat & tidy
- Maintain discipline the classroom in teachers' absence.
- Maintain discipline & order whenever the class move out for PE, Music classes

2. Teachers Helpers

- Collects class work, homework submit to teachers and after correction give back to students
- Puts stacks of notebooks or papers in alphabetical order so record-keeping is easier and faster for the teacher.
- Display charts & posters on bulletin board.
- Conveys notes to other teachers or to the office as per teachers instruction

3. Peer Support and Leadership Roles

- Accompanies students to the nurse's office if they are sick or hurt
- Keeps library neat and recommends a favourite book during a morning meeting
- Helps visitors or new students learn their way around and keeps them company at lunch and recess; explains classroom projects or displays to parents or visitors with questions
- Records each week's most memorable classroom events or activities.

4. Jobs Benefit the Greater School Community

- Maintains school common spaces (like the lobby or cafeteria), or decorates common spaces in preparation for holidays or special events
- Writes an unsigned note of thanks and appreciation to a school worker (custodian, office worker, cafeteria worker) whose contribution the school counts on

- Help lower class students
- Read stories that talk about kids seeking blessings from the elders and helping them out with their activities. It is also a great way to help your kid connect with his grandparents. Respecting elders is something you would want your kid to build as his etiquette.

Teacher shall assign jobs as per their need of her class room and may increase the no of groups

Reference: <u>https://www.scholastic.com/teachers/articles/teaching-</u> <u>content/classroom-jobs-all-your-student-helpers/</u>

V. C: Assignments

C1.Making responsibility Sheet (Teacher shall guide how to make responsibility sheet, Responsibilities at home, school, to the environment and to myself) Refer below for example

C2. Preparation of Honesty acronyms (Refer Below for example)



Picture source: https://in.pinterest.com/pin/651473902316695978/?nic_v2=1a7Aoq0Sg

Resources

References:

1.https://www.hopscotch.in/blog/8-moral-stories-for-kids-teach-them-honesty-patience-and-more/

2.https://youtu.be/uo1n3JzEt7Y

3.https://www.scholastic.com/teachers/articles/teaching-content/classroom-jobs-all-your-student-helpers/

4.Picture source: https://in.pinterest.com/pin/651473902316695978/?nic_v2=1a7Aoq0Sg

Resources for Teachers:

1.Ncert Textbook, Reference books, (R. D Sharma, R.S. Aggarwal)



Topic	Values / Life skills integrated & imbibed	Activities	
Rupee and Paise	Core Values considered: Kindness, Empathy and Compassion.	Value integration Activities:- 1.By discussions and demonstrations of different currencies and coins teacher shall revise the previous knowledge of	
	Other Sub-Values: Caring, giving, Sharing	students.	
	Life skills: Money management skills, estimation, and critical observation.	2. Teacher shall show the video of kindness and discuss that we need to be helpful and kind to the people who are less fortunate than us.	
		3.Discussion regarding flood of Kerala and how student take initiative to help flood victims.	
		4. Money management activity of three boxes activity inculcate the money management skills among students	
		5. Assignment	
		Preparation of Money management box at home :to inculcate the habit of charity	

Materials / Resources needed

Value Integration:-

- 1. Real currencies and coins of India and other countries
- 2. fake currencies made by paper
- 3. Facilities and Equipment to show videos
- 4. Facilities to conduct games
- 5. BB, Pen
- 6. Ncert Text Book, Reference books, (R.D Sharma, R.S.Aggarwal)
Description (of the points of discussion)

Value Integration:-

In this chapter the activities and games are incorporated in such a manner that children learn the quality of giving and taking. This lesson teaches them values such as compassion and empathy, as they show care to others and put the needs of others first before that of their own. This will pave way for development of values such as kindness and caring in them.

Study of Rupees & Paise can inculcate empathy and kindness among students, a habit of helping others whenever there is a need. The key reason as a teacher to teach students financial lessons is because you can share money values through these lessons.

The key discussions are:

1.By discussions and demonstrations of different currencies and coins teacher shall revise the previous knowledge of students.

2.Teacher shall show the video of kindness and discuss that we need to be helpful and kind to the people who are less fortunate than us.

3.Discussion regarding flood of Kerala and how student take initiative to help flood victims.

4. Money management activity of three boxes activity inculcate the money management skills among students

5. Assignment

Preparation of Money management box at home :to inculcate the habit of charity

<u>Unit 14</u>

Rupee and Paise

Kindness, Empathy and Compassion.

I. Introduction

The lesson Rupee and Paise give insights about Money. Knowledge of money is necessary for the functioning of basic activities in day to day life. For Class 3 students, developing and sharpening Math skills is quite important so that they get the basic knowledge of the concepts which will be taught in higher classes.

At the same time the operations addition, subtraction, of Rupee & Paise teach them the quality of giving and taking. This lesson teaches them **values** such as compassion and empathy, as they show care to others and put the needs of others first before that of their own. This will pave way for development of values such as kindness and caring in them.

Study of Rupees & Paise can inculcate empathy and kindness among students, a habit of helping others whenever there is a need. The key reason as a teacher to teach students financial lessons is because you can share money values through these lessons.

II. Learning Objectives / Outcome

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

- 1. Identify currency notes and coins.
- 2. Converts Rupees to paisa and vice versa.
- 3. Addition and subtraction of money mentally.
- 4. Making of rate charts and Bills.(Use of money in day-to-day buying and selling situations)
- 5. Be able to solve word problems on money
- 6. Develop the values of kindness, empathy and compassion towards humanity

Money plays an important role in life for every human being. Life's comforts and basic necessities are realized through the intervention of money. Along with the material aspects it also brings values with it. 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:



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* – <u>Knowing, Understanding, Valuing and Acting</u> the values embedded in the topic.

The core values being considered are Kindness, Empathy and Compassion along with other sub-values like caring, giving, Sharing

The unit also provides the scope to develop the following life skills in the students: Money management skills, estimation, and critical observation.

IV. Activities & Related Discussion

A. Context activity for the teacher to start:

Teacher can introduce the topic by discussing currencies of different countries. Then Indian currency, different denominations. Which all countries have Rupee as the currency?

Discuss about different denominations of coins & notes and what the role of money is in daily life by eliciting responses from students by asking different questions and showing them original currencies

Buying groceries, food items, cloths, vehicles booking tickets for travelling, paying salary...

Helping others, helping the govt when calamities takes place, helping NGO who takes care of less fortunate people

B. Value Based Activities:

B1: Teacher shall show the video of Kindness

https://www.youtube.com/watch?v=GdYJr03eJjE

Discussion

This is a very important value we learn for life. We need to be helpful and kind to the people who are less fortunate than us always.

B2: Teacher shall discuss about the real story happened in Kerala during flood

Aathira, a fourth standard student has donated her small savings for people who are affected by the flood. She has been saving the money to visit Tirupati since three years. But realizing the pain of the people, she decided to donate the money for them. She handed over her savings to Mathrubhumi's flood relief initiative called keralathinoru kaithangu (a small help for Kerala). She has saved Rs. 2077 in her small savings box. Aathira, accompanied by her parents reached Mathrubhumi office to give her donation. "She realized the pathetic condition of the flood affected people after reading the news. Then she took initiative to make the donation," said her father.

https://english.mathrubhumi.com/news/good-news/fourth-standard-studentdonates-her-savings-to-flood-relief-fund-kerala-1.3094922

Discussion

Through this article, the teacher should emphasize that having money is not enough, we should use it to help enrich the lives of others and help those who need it the most. By doing so, one not only alleviates the suffering of the poor but also achieves a sense of inner happiness for having contributed to a good cause.

B3: Money Management-Three Boxes(This is already introduced in previous class, teacher shall upgrade the money management of students)

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

Set Up Three Boxes in the Class Room

Spending BoxSavings BoxSharing Box

Set up three boxes in the class room physical boxes that they can see and touch – and help students to 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,(fake money with their name) 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 students 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

Divide the weekly pocket money into three portions, one for spending, one for sharing and one for saving. Implementing such a rule puts a consistent emphasis on the importance of charity along with money management skills from a young age. Sharing the practice of donating to charity with your students make them to realize from an early age that they can make positive changes in the world. Children naturally love to help others, so nurturing their inherent kindness is likely to mean that they grow up with gratitude of what they have, and will carry on supporting charity in years to come and become a socially competent adult.

V.C: Assignment

Prepare Money Management box at home (The aim is kindness and charity becomes a habit for them at an early age for life)

Resources

References:
nttps://www.youtube.com/watch?v=GdYJr03eJjE
1. <u>https://english.mathrubhumi.com/news/good-news/fourth-standard-student-</u>
donates-her-savings-to-flood-relief-fund-kerala-1.3094922
2. <u>https://www.thebalance.com/teach-kids-to-budget-money-454012</u>
3.

Resources for Teachers:

1. Ncert Text Book, Reference books (R.D Sharma, R.S.Aggarwal)

Maths Grade III

Integration of Values

Teacher's Manual

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