LESSON PLAN 1

CLASS : 6   **TEACHER'S NAME :**

NAME OF THE UNIT	SUB-TOPICS	NO OF PERIODS REQUIRED			Time line for teaching	
		Teaching	Practice	TOTAL	From	To
KNOWING OUR NUMBERS	1.1 INTRODUCTION	1	1	2		
	1.2 COMPARING NUMBERS 1.2.1 HOW MANY NUMBERS CAN YOU MAKE 1.2.2 SHIFTING DIGITS	1	3	4		
	1.2.3 INTRODUCING 10,000 1.2.4 REVISITING PLACE VALUE	1	2	3		
	1.2.5 INTRODUCING 1,00,000	1	2	3		
	1.2.6 LARGER NUMBERS 1.2.7 AN AID IN READING AND WRITING LARGE NUMBERS, USE OF COMMAS	1	3	4		
	1.2.8 LARGE NUMBERS IN PRACTICE	1	3	4		
	TOTAL	6	14	20		

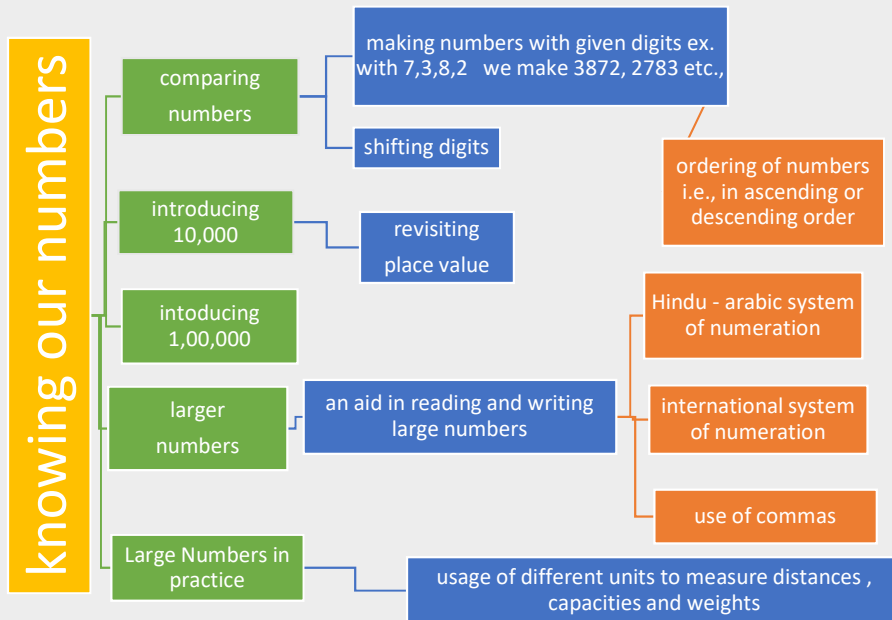| PRE-REQUISITES	KEY CONEPTS	KEY VOCABULARY	
	Every Pupil is expected to have basic knowledge in # counting numbers from 1 to 1000 # comparision of smaller numbers and arranaging them in ascending and descending order # number names # four basic operations like +,-,x and ÷ # rounding numbers	# Numbers # Counting Numbers # Number Names # Ascending Order # Descending Order # Rounding of numbers	# Addition # Subtraction # Multiplication # Division # Place Value # Face Value

Learning Outcomes

After Completion of this lesson every student will be able to

 # appreciate the role of numbers in real life

 # compare and arrange given numbers in ascending and descending order

 # Make the greatest and smallest numbers by using given digits

 # express the given numbers in expanded form

 # give examples where larger numbers are used in real life

 # write numbers in both systems of numeration viz., hindu-arabic & International system

 # solve real life sums invoving large numbers and convert one form of unit another while measuring distances and quantities

Teaching Learning Process

MIND MAPPING	Experience & Reflection
   knowing our numbers comparing numbers making numbers with given digits ex. with 7,3,8,2 we make 3872, 2783 etc., shifting digits ordering of numbers i.e., in ascending or descending order introducing 10,000 revisiting place value intoducing 1,00,000 larger numbers an aid in reading and writing large numbers Hindu - arabic system of numeration international system of numeration use of commas Large Numbers in practice usage of different units to measure distances , capacities and weights	# Pupils will recollect the numbers and their usage that they were acquainted with in their previous classes and will reflect the knowledge here in exploring even larger numbers in daily life sums and situations # Students will experience the usage of numbers in real life situations.

TEACHING PERIOD : 1	INTRODUCTION		
CONCEPTS/STEPS	**TEACHER ACTIVITY (I DO)**	**GROUP ACTIVITY (WE DO)**	**INDIVIDUAL ACTIVITY (YOU DO)**
KEY WORDS & PRE REQUISITES	Brain storming session invoving children with pre-requisites vocabulary and concepts related to previous knowledge. Introduction of new vocabulary and key words associated with the concept * Numbers * Counting Numbers * 1 to 20, numbers with number names * Numbers in multiples of 10 with their names upto 100 * Numbers in multiples of 100 with their names upto thousand * Ten Thousand - 10,000 * Lakh - 1,00,000 * Ten Lakh - 10,00,000 * Crore - 1,00,00,000 * Ten Crore - 10,00,00,000	* Students read the pre-requisites and answer the questions to the teacher (whole class activity)	Every Pupil will read and write the key words in their note books
MIND MAPPING	Teacher writes the key word " Knowing our Numbers" on the black board and will elict its other related words through questioning and will draw pupils' attention towards key concepts in the lesson	Hetrogeneous groups are created. One group will read the words and other will explain the meaning	Pupils individually read the keywords associated with knowing our numbers
CONCEPTUAL UNDERSTANDING	Teacher dictates different four and five digit numbers and asks children to write them in numeric form and their number names. Now teacher asks children to recall how to read and write numbers by their place values.	One group will read out a number and the other group will write its name and number and vice versa	every child writes the number and its name dictated by the teacher and ascertains learning of writing numbers properly
LEARNING ACTIVITY	Teacher repeats this concept of dicating numbers and ascertains that every child is able to read and write the numbers in correct form with correct spelling		
SUMMARY	Teacheronce again writes important key words from numbers 1 to 1 crore simultaneously with number names and asks children to note down and practice.	pupils will note down and read the numbers in groups	every individual reads the summary and notes it down
ASSESSMENT	Teacher gives some questions on writing numbers 207, 3505, 7863, 13, 17390, 40050 etc., and asks children to write them.	every group will do the sums by discussion among each other	every individual solves the sums on their own

PRACTICE PERIOD: 1	INTRODUCTION		
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)
KEY WORDS READING	Teacher writes the key words from previous class's teaching period and asks children to read and write them in note books * Numbers * Counting Numbers * 1 to 20, numbers with number names * Numbers in multiples of 10 with their names upto 100 * Numbers in multiples of 100 with their names upto thousand * Ten Thousand - 10,000 * Lakh - 1,00,000 * Ten Lakh - 10,00,000 * Crore - 1,00,00,000 * Ten Crore - 10,00,00,000	Whole class activity : one child comes to the board and reads the key words loudly and the remaining class follows.	Every child comes to the board and reads the key words and notes them down in their note books
SIMILAR LINES READING	Teacher writes some numbers and their name on BB and asks children to write some more in similar way 14 - Fourteen 318 - Three Hundred Eighteen 2023 - Two Thousand Twenty Three 48092 - Forty Eight Thousand ninety two	Each group will read the similar lines and will frame some more by discussion	Every Individual says a few numbers on their own and writes the number names in similar lines
SUMMARY/ SYNOPSIS	Teacheronce again writes important key words from numbers 1 to 1 crore simultaneously with number names and asks children to spell, read,note down and practice.	pupils will note down and read the numbers in groups	every individual spells and reads the summary and notes it down
WRITING/ EDITING	Teacher dictates some keywords and numbers like 254, 3008, 6873, 19, 70303, 10101 etc., and asks children to write them and checks the writings of children	One group will check the writings of the other and vice versa	Slow learners are focused and teacher will ascertain that every individual knows how to write numbers without mistakes

TEACHING PERIOD : 2	COMPARING NUMBERS, HOW MANY NUMBERS CAN YOU MAKE, SHIFTING DIGITS		
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)
KEY WORDS	Brain storming session invoving children with key words * Comparing Numbers/ Comparision * greatest * Smallest * Ascending Order * Descending Order * Arrangement * Exchanging * Shifting digits	* Students read the keywords answer the questions to the teacher (whole class activity)	Every Pupil will read and write the key words in their note books

CONCEPTUAL UNDERSTANDING	Teacher conducts an activity by dividing whole class into 4 to 5 groups and asks each group to form a number using digits from 0 to 9 and asks to write one number each from single digited to 5-digited. Now when one group writes the numbers the remaining will try to arrange them in greatest to smallest and vice versa. Teacher guides them with a step wise procedure to identify how to pick the greatest/smallest among the given with an illustration.
	Between 23345 and 23354 which is greater?
	step 1) count the no.of digits in each number and if they are different then the greatest number will be the number which possess more no.of digits.
	  if the no.of digits are same in both the cases
	step 2) compare and check for the greatest digit from left most end . The number with greatest digit at the left most end will be the greatest number .
	  if the digit at the left most end of two numbers is same then continue with step 2 with the digits in the second left most end place and continue this procedure until you find the greatest/smallest
	 in this way pupils can arrange the given numbers in ascending or descending order
		Each group will actively participate in the activity and will learn how to compare numbers and order them in ascending and descending. In this process pupils will learn how to make different numbers with given digits by altering their places. Pupil groups will arrange the new set of numbers also in ascending / descending order.	Every child actively participates in the activity and learns how to make different numbers with given digits and arrange those numbers in ascending and descending order.

LEARNING ACTIVITY			
SUMMARY	Teacher once again writes important key words and step wise procedure adopted in making different numbers with given digits and arranging them in ascending/descending order and asks children to note down and adopt.	Pupils will note down and read the summary in groups	Every individual reads the summary and notes it down and adopts the procedure
ASSESSMENT	Teacher gives some questions from Try These sections of pg no: 4,6,8 and 9 and asks children to solve those sums	Every group will do the sums by discussion among each other	Every individual solves the sums on their own

PRACTICE PERIODS: 2,3,4	COMPARING NUMBERS, HOW MANY NUMBERS CAN YOU MAKE, SHIFTING DIGITS		
CONCEPTS/STEPS	**TEACHER ACTIVITY (I DO)**	**GROUP ACTIVITY (WE DO)**	**INDIVIDUAL ACTIVITY (YOU DO)**
KEY WORDS READING	Teacher writes the key words from previous class's teaching period and asks children to read and write them in note books * Comparing Numbers/ Comparision * greatest * Smallest * Ascending Order * Descending Order * Arrangement * Exchanging * Shifting digits	Whole class activity : one child comes to the board and reads the key words loudly and the remaining class follows.	Every child comes to the board and reads the key words and notes them down in their note books
SIMILAR LINES READING	Teacher writes some digits on the black board and frames different numbers with those digits and arranges them in ascending/ descending order and asks children to frame some more like these and arrange 3, 0, 8, 2, 7 using these digits make any ten 5 digited numbers and arrange them in ascending/descending order 20378, 30278, 78230, 78203, 87230, 87302, 80327, 20387, 87320, 37280 Ascending Order: 20378,20387,30278,37280,78203,78230,80327,87230,87302,87320 Descending Order: 87320,87302,87230,80327,78230,78203,37280,30278,20387,20378	Each group will read the similar lines and will frame some more by discussion and arrange them in order	Every Individual will frame a few more numbers on their own using the given digits and arranges them in ascending/descending order
SUMMARY/ SYNOPSIS	Teacher once again writes important key words and step wise procedure adopted in making different numbers with given digits and arranging them in ascending/descending order and asks children to note down and adopt.	Pupil groups will read and adopt the procedure in framing and ordering numbers	Teacher focuses on every individual so that each one learns how to frame numbers with given digits and arrange them in order in successive upcoming practice sessions
WRITING/ EDITING	Teacher gives some questions from Try These sections of pg no: 4,6,8 and 9 and asks children to solve those sums and teacher checks the writings of children	One group will check the writings of the other and vice versa	

TEACHING PERIOD : 3	INTRODUCING 10,000 ; REVISITING PLACE VALUE		
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)
KEY WORDS	Brain storming session invoving children with key words * greatest single digit number - 9 * greatest 2-digit number - 99 * greatest 3-digit number - 999 * greatest 4- digit number - 9999 * greatest 5-digit number - 99999 * Place Values * Expansion form of numbers	* Students read the key words and answer the questions to the teacher (whole class activity)	Every Pupil will read and write the key words in their note books
CONCEPTUAL UNDERSTANDING	Teacher recalls that $9 + 1 = 10$ $99 + 1 = 100$ $999 + 1 = 1000$ $9999 + 1 = 10000$ and demonstrates the expansion form of numbers with 5 digits using some illustrations $23456 = 20000+3000+400+50+6$ $= 2 \times 10000 + 3 \times 1000 + 4 \times 100 + 5 \times 10 + 6 \times 1$ $45078 = 40000 + 5000 + 70 + 8$ $= 4 \times 10000 + 5 \times 1000 + 7 \times 10 + 8 \times 1$	Hetrogeneous groups are created and different 5 digited numbers will be given by one group to another and expansion will be done by the other and vice versa	Every child participates in expanding the numbers involving 5 digits and ascertains learning.
SUMMARY	Teacher once again writes important key words and step wise procedure adopted in expanding the numbers and asks children to note down and adopt.	pupils will note down and read the summary in groups	every individual reads the summary and notes it down and adopts the procedure
ASSESSMENT	Teacher gives some questions from Try These section of pg no: 12 and asks children to solve those sums	every group will do the sums by discussion among each other	every individual solves the sums on their own

PRACTICE PERIODS: 5,6	COMPARING NUMBERS, HOW MANY NUMBERS CAN YOU MAKE, SHIFTING DIGITS		
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)
KEY WORDS READING	Teacher writes the key words from previous class's teaching period and asks children to read and write them in note books * greatest single digit number - 9 * greatest 2-digit number - 99 * greatest 3-digit number - 999 * greatest 4- digit number - 9999 * greatest 5-digit number - 99999 * Place Values * Expansion form of numbers	Whole class activity : one child comes to the board and reads the key words loudly and the remaining class follows.	Every child comes to the board and reads the key words and notes them down in their note books
SIMILAR LINES READING	Teacher expresses three 5 digit number in their expansion forms and asks children to write some more $20305 = 20000+300+5 = 2\times10000+3\times100+5\times1$ $45289 = 40000+5000+200+80+9$ $\quad = 4\times10000 + 5\times1000 + 2\times100 + 8\times10 + 9\times1$ $39200 = 30000+9000+200 = 3\times10000+9\times1000+2\times100$	Each group will read the similar lines and will frame some more by discussion and write them in expansion form	Every Individual will expand a few more numbers on their own
SUMMARY/ SYNOPSIS	Teacher once again writes important key words and step wise procedure adopted in expanding a 5-digit number and asks children to read ,note down and adopt.	Pupil groups will read and adopt the procedure in reading a 5 digit number and	Teacher focuses on every individual so that each one learns how to read 5-digit numbers and how to expand them in successive upcoming practice sessions
WRITING/ EDITING	Teacher gives some questions from Try These sections of pg no: 12 and asks children to solve those sums and teacher checks the writings of children	One group will check the writings of the other and vice versa	

TEACHING PERIOD : 4	INTRODUCING 1,00,000		
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)
KEY WORDS	Brain storming session invoving children with key words * greatest single digit number - 9 * greatest 2-digit number - 99 * greatest 3-digit number - 999 * greatest 4- digit number - 9999 * greatest 5-digit number - 99999 * Place Values * greatest 6 digit number - 999999 * Expansion form of numbers	* Students read the key words and answer the questions to the teacher (whole class activity)	Every Pupil will read and write the key words in their note books

CONCEPTUAL UNDERSTANDING	Teacher recalls that
	9 + 1 = 10
	99 + 1 = 100
	999 + 1 = 1000
	9999 + 1 = 10000
	99999 + 1 = 100000
	and demonstrates the expansion form of numbers with 6 digits using some illustrations
	123456 = 100000+20000+3000+400+50+6
	        = 1 x 100000 + 2 x 10000 + 3 x 1000 + 4 x 100 + 5 x 10 + 6 x 1
	345078 = 300000 + 40000 + 5000 + 70 + 8
	        = 3 x 100000 + 4 x 10000 + 5 x 1000 + 7 x 10 + 8 x 1
		Hetrogeneous groups are created and different 6 digited numbers will be given by one group to another and expansion will be done by the other and vice versa	Every child participates in expanding the numbers involving 6 digits and ascertains learning.

SUMMARY	Teacher once again writes important key words and step wise procedure adopted in expanding 6 digit numbers and asks children to note down and adopt.	pupils will note down and read the summary in groups	every individual reads the summary and notes it down and adopts the procedure
ASSESSMENT	Teacher gives some questions from Try These section of pg no: 14 and asks children to solve those sums	every group will do the sums by discussion among each other	every individual solves the sums on their own

PRACTICE PERIODS: 7,8	INTRODUCING 1,00,000		
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)
KEY WORDS READING	Teacher writes the key words from previous class's teaching period and asks children to read and write them in note books * greatest single digit number - 9 * greatest 2-digit number - 99 * greatest 3-digit number - 999 * greatest 4- digit number - 9999 * greatest 5-digit number - 99999 * Place Values * greatest 6 digit number - 999999 * Expansion form of numbers	Whole class activity : one child comes to the board and reads the key words loudly and the remaining class follows.	Every child comes to the board and reads the key words and notes them down in their note books

SIMILAR LINES READING	Teacher expresses three 6 digit number in their expansion forms and asks children to write some more
	520305 = 500000+20000+300+5= 5x100000+2x10000+3x100+5x1
	245289 = 200000+40000+5000+200+80+9
	      = 2x100000 + 4x10000 + 5x1000 + 2x100 + 8x10 + 9x1
	139200= 100000+30000+9000+200
	      = 1x100000+3x10000+9x1000+2x100
		Each group will read the similar lines and will frame some more by discussion and write them in expansion form	Every Individual will expand a few more numbers on their own

SUMMARY/ SYNOPSIS	Teacher once again writes important key words and step wise procedure adopted in expanding a 6-digit number and asks children to read ,note down and adopt.	Pupil groups will read and adopt the procedure in reading a 5 digit number and	Teacher focuses on every individual so that each one learns how to read 6-digit numbers and how to expand them in successive upcoming practice sessions
WRITING/ EDITING	Teacher gives some questions from Try These sections of pg no: 14 and asks children to solve those sums and teacher checks the writings of children	One group will check the writings of the other and vice versa	

TEACHING PERIOD : 5	LARGER NUMBERS, AN AID IN READING AND WRITING LARGE NUMBERS, USE OF COMMAS		
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)
KEY WORDS	Brain storming session invoving children with key words * NUMBER PATTERNS * HINDU-ARABIC SYSTEM OF NUMERATION *INTERNATIONAL SYSTEM OF NUMERATION * USAGE OF COMMAS * LARGER NUMBERS	* Students read the key words and answer the questions to the teacher (whole class	Every Pupil will read and write the key words in their note books
CONCEPTUAL UNDERSTANDING	Teacher recalls that 9 + 1 = 10 : 999999+1=1000000 9999999+1=10000000 and demonstrates the expansion form of larger numbers with some illustrations 7123456 = 7000000+100000+20000+3000+400+50+6 = 7x1000000 + 1 x 100000 + 2 x 10000 + 3 x 1000 + 4 x 100 + 5 x 10 + 6 x 1	Hetrogeneous groups are created and different larger numbers will be given by one group to another and expansion will be done by the other and vice versa	Every child participates in expanding the larger numbers and ascertains learning.
LEARNING ACTIVITY	Teacher conducts an activity involving children in which teacher writes the aid in reading and writing large numbers i.e., Hindu Arabic System of numeration as well as International system of numeration. Teacher calls upon every child to the black board and asks them to write a number dictated by him on the B.B with the help of place value charts and commas	Hetrogeneous groups will be formed and one group will dictate a number and the other will write it using the charts and commas	Every individual participates in the activity and ascertains learning

HINDU - ARABIC SYSTEM OF NUMERATION

Crores	Ten Lakhs	Lakhs	Ten Thousands	Thousands	Hundreds	Tens	Ones	Number Name	Number
Cr	Te.L	L	T.Th	Th	H	T	O		
3	4	5	0	7	2	1	8	Three crore forty five lakh seven thousand two hundred eighteen	3,45,07,218
9	2	3	2	8	7	5	3	Nine crore twenty three lakh twenty eight thousand seven hundred fifty three	9,23,28,753

INTERNATIONAL SYSTEM OF NUMERATION

Hundred Millions	Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Number Name	Number
Hu.M	Te.M	Mi	H.Th	T.s Th	Th	H	T	O		
4	3	4	5	0	7	2	1	8	Four hundred thirty four millions Five hundred seven thousand two hundred eighteen	434,507,218
6	9	2	3	2	8	7	5	3	Six hundred ninety two millions three hundred twenty eight thousand seven hundred fifty three	692,328,753

CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)
SUMMARY	Teacher once again writes important key words and step wise procedure adopted in writing large numbers with the aid of place value charts using commas at every period and asks children to note down and adopt.	pupils will note down and read the summary in groups and adopt	every individual reads the summary and notes it down and adopts the procedure
ASSESSMENT	Teacher gives some questions from Try These section of pg no: 16,21 & Exercise 1.1 and asks children to solve those sums	every group will do the sums by discussion among each other	every individual solves the sums on their own

PRACTICE PERIODS: 9,10,11	LARGER NUMBERS, AN AID IN READING AND WRITING LARGE NUMBERS, USE OF COMMAS		
CONCEPTS/STEPS	**TEACHER ACTIVITY (I DO)**	**GROUP ACTIVITY (WE DO)**	**INDIVIDUAL ACTIVITY (YOU DO)**
KEY WORDS READING	Teacher writes the key words from previous class's teaching period and asks children to read and write them in note books * NUMBER PATTERNS * HINDU-ARABIC SYSTEM OF NUMERATION *INTERNATIONAL SYSTEM OF NUMERATION * USAGE OF COMMAS * LARGER NUMBERS	Whole class activity : one child comes to the board and reads the key words loudly and the remaining class	Every child comes to the board and reads the key words and notes them down in their note books
SIMILAR LINES READING	Teacher writes some numbers in both systems of numeration using place value charts and asks children to write some more. **HINDU - ARABIC SYSTEM OF NUMERATION** 	Crores	Ten Lakhs	Lakhs	Ten Thousands	Thousands	Hundreds	Tens	Ones	Number Name	Number
---	---	---	---	---	---	---	---	---	---
Cr	Te.L	L	T.Th	Th	H	T	O		
4	3	5	0	7	2	1	8	Four crore thirty five lakh seven thousand two hundred eighteen	4,35,07,218 | **INTERNATIONAL SYSTEM OF NUMERATION** | Hundred Millions	Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Number Name	Number
---	---	---	---	---	---	---	---	---	---	---
Hu.M	Te.M	Mi	H.Th	T.s Th	Th	H	T	O		
8	3	4	6	0	7	4	2	8	Eight hundred thirty four millions six hundred seven thousand four hundred twenty eight	834,607,428		Each group will read the similar lines and will frame some more by discussion and write them in expansion form	Every Individual will expand a few more numbers on their own
SUMMARY/ SYNOPSIS	Teacher once again writes important key words and step wise procedure adopted in writing large numbers and asks children to read ,note down and adopt.	Pupil groups will read and adopt the procedure in reading and writing large	Teacher focuses on every individual so that each one learns how to read and write large numbers using place value charts in successive upcoming practice sessions
WRITING/ EDITING	Teacher gives some questions from exer.1.1 and asks children to solve those sums and teacher checks the writings of children	One group will check the writings of the other and vice versa	

TEACHING PERIOD : 6	LARGE NUMBERS IN PRACTICE		
CONCEPTS/STEPS	**TEACHER ACTIVITY (I DO)**	**GROUP ACTIVITY (WE DO)**	**INDIVIDUAL ACTIVITY (YOU DO)**
KEY WORDS	Brain storming session invoving children with key words * Millimetre * Centimetre * Metre * Kilometre * Distance * Capacity * litre * Millilitre *Weight *grams * Milligram * Kilograms * Convertion * Quantity	* Students read the key words and answer the questions to the teacher (whole class	Every Pupil will read and write the key words in their note books
CONCEPTUAL UNDERSTANDING	Teacher illustrates the usage of different measurig units like Millimetre, Centimetre,Kilometre, Litre, Grams etc by some real life exemplary activities and guide children in knowing the usage of these units in real life related sums and converting one unit of measure into other and vice versa.	Hetrogeneous groups are created and children are asked to identify and segregate where and which type of units of measure are used in different real life situations	Every individual participates in the activity and ascertains learning

LEARNING ACTIVITY	Teacher conducts an activity involving children in which teacher cites different real life examples and situations and asks children to identify and segregate as to which unit of measure is considered best in which situation. Groups will identify the apt unit of measure to the given situation or sum and through this they will also learn how to convert these units of measure from larger to smaller and vice versa
	 ex. Millimetres are used in measuring thickness of a pencil or pen
	    Centimetres are used in measuring the length of a book
	    Metres are used in measuring the length of a class room
	    Kilometres are used in measuring the distance between cities
	    Litres are used in measuring the capacity of water in bucket
	    Millilitres are used in measuring the capacity of cool drinks
	    Grams are used in measuring the weight of ginger or green chilli
	a convertion picture is displayed so as to enable children to convert one larger unit of measure into smaller easily
		UNITS CONVERTION TOOL
		
		1 Kilo
		1000 1000 1000
		1 Gram 1 Metre 1 litre
		100
		Centi
		10
		1000 Milli 1000	

SUMMARY	Teacher once again writes important key words and step wise procedure adopted in using large numbers in daily life sums and asks children to note down and adopt.	pupils will note down and read the summary in groups and adopt	every individual reads the summary and notes it down and adopts the procedure
ASSESSMENT	Teacher gives some questions from Try These section of pg no: 26 & Exercise 1.2 and asks children to solve those sums	every group will do the sums by discussion among each other	every individual solves the sums on their own

PRACTICE PERIODS: 12,13,14	LARGER NUMBERS, AN AID IN READING AND WRITING LARGE NUMBERS, USE OF COMMAS		
CONCEPTS/STEPS	TEACHER ACTIVITY (I DO)	GROUP ACTIVITY (WE DO)	INDIVIDUAL ACTIVITY (YOU DO)
KEY WORDS READING	Teacher writes the key words from previous class's teaching period and asks children to read and write them in note books * Millimetre * Centimetre * Metre * Kilometre * Distance * Capacity * litre * Millilitre *Weight *grams * Milligram * Kilograms * Convertion * Quantity	Whole class activity : one child comes to the board and reads the key words loudly and the remaining class	Every child comes to the board and reads the key words and notes them down in their note books
SIMILAR LINES READING	Teacher writes and establishes relationship between millimetres and kilometres and asks children to establish relation ship between litres and millilitres, milligrams and kilograms 1 cm = 10 mm 1 metre = 100 cm 1 k.m = 1000 m therefore 1 km = 1000 x 100 x 10 = 1000000 millimitres	Each group will read the similar lines and will frame some more by discussion and write them in expansion form	Every Individual will expand a few more numbers on their own
SUMMARY/ SYNOPSIS	Teacher once again writes important key words and usage of different units and large numbers in daily life situations and asks children to read ,note down and adopt.	Pupil groups will read and adopt the procedure by discussion in groups	Teacher focuses on every individual so that each one learns how to utilize different units of measure & large numbers using place value charts in successive upcoming practice sessions
WRITING/ EDITING	Teacher gives some questions from try these sections as well as from exercise.1.2 and asks children to solve those sums and teacher checks the writings of children	One group will check the writings of the other and vice versa	