Lesson Plan

Teacher Name :

Subject : Mathematics

Class : 4th Class

Unit : 1. Let's Recall   Month : JUNE

School Name :

No. of Periods : *26+26+4=56*

Period Allotment

Name of the lesson	Topic	No. of periods required	Timeline for teaching		Any specific information
			from	to	
1. LET'S RECALL	Recalling of Numbers	3+3			
	Addition of Numbers	4+4			
	Subtraction of numbers	3+3			
	Multiplication of Numbers	4+4			

	Division of numbers	4+4			
	Measurements	4+4			
	Geometric shapes	1+1			
	Data Handling	1+1			
	Equal Shapes	2+2			
	Assignment and assessment	2			
	Project and revision	2			

Prior Concept/Skills: I will ask question on previous class concepts with the help of mind mapping
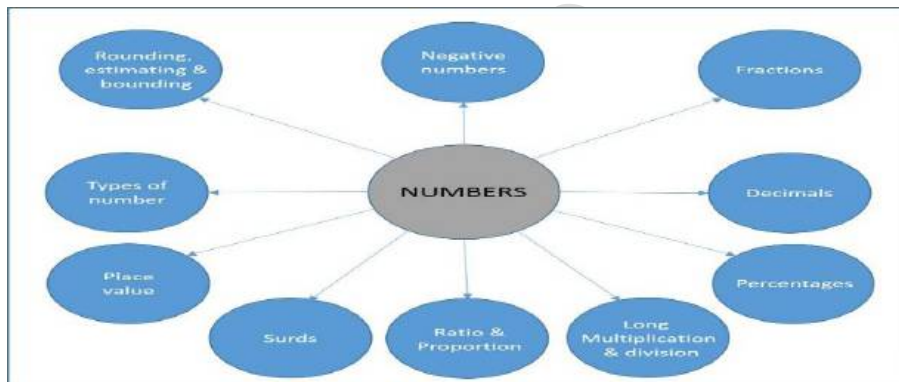
Learning Outcomes:

The students will be able to :

1.Read and write numbers up to 4 digits.

2.Represent the 4-digit numbers on an abacus.

3.Prepare the place value chart of 4-digit numbers.

4.Perform the four fundamental operations on numbers up to 3 digits.

5.Form the greatest and smallest   3digit numbers with the given digits.

6.Use fundamental operations in solving daily life problems.

7. Solve the problems related to measurements

8.Identify the nature of geometrical shapes.

9.Represent half and quarter using geometrical shapes

Teaching Learning Process:

        Ask students to answer the following question to create interest among them

1.How many members are there in your family

2.Have you ever been to agricultural work?

3.What are your experiences?

4.Do you know how to do addition, subtraction, multiplication and division of numbers?

Experience and Reflection:

- Student can count the objects in and around his school and house.

- Student try to say something about his real-life experience regarding train journey.

- Student apply four fundamental operations in his daily life situations like purchase of articles, calculation of labor charges etc..

- Students can explain the importance of numbers in his daily life.

Activities

Explicit Teaching/Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)
1.Toy shop activity: I will conduct the activity given in the Text book page number-2 2.Cultivation activity.: I will conduct the activity given in the Text book page number-3 3.Plantation work activity: I will conduct the activity given in the Text book page number-5 nad7 4.Auto transport activity: I will conduct the activity given in the Text book page number-8	1. Students will observe the toy shop[and discus in groups. 2.By showing spike abacus & place value chart find place values in the given number and finding the number in 1s/ 10s/100s/1000s place in the given number. 3. By using spike –abacus find smallest & largest numbers up to 4 digits. By using number flash cards making all numbers to the given digits	1.numberline activity:-Draw a number line on black board & place any number on it. Ask the children to tell before & after numbers 2.students will Solve the problems given in exercises 3.Ask the children to write any four 1-

5. Cotton bags activity: I will conduct the activity given in the Text book page number-10	5.comparing all the heights/weights of children in the class, we can easily explain the concepts "ascending descending", "biggest and smallest"& > ,< ,=	/2/3/4 digit number on black board.
6. Cloth hop activity: I will conduct the activity given in the Text book page number-10	6. conduct a group discussion on process of addition, subtraction, Multiplication and division	4. Ask children to solve the problems given under Do these
7. Milk activity: I will conduct the activity given in the Text book page number-11		
8.Shapes of field activity: I will conduct the activity given in the Text book page number-12	7. students will Make different types of shapes with colour paper	5.Students will solve the problems given in work book @ 1 per day
9.Money activity : I will conduct the activity given in the text book page no.13	8. students will Collect class wise roll particulars and present the information with tally marks	
10. I will Write a word problem on the black board and discuss steps for the solving of word problem.	9.i will ask students to prepare the algorithm to solve the word problem	

Check For Understanding Questions

i). Factual:

- ➤ Write the given numbers in words.

- ➤ Write the expanded form of the given number.

- Write the place value of the given digit in the given number.

- Write the predecessor and successor of the given number.

- Write given numbers in ascending and descending order.

- Do the following problems.

4+4=- 6+8=----   65+98=-------   9-2=---   65-24=   6*8= 12*5=   6/2= 8/2= 32/4= etc……

ii). Open Ended/Critical Thinking: Write any 5, two digit numbers which contains 5 in ones place?

- Express 100 as the sum of any two numbers?

- Express 20 as the difference of any two numbers?

- Express 40 as the product of any two numbers?

- Express 2 as the quotient of any two numbers?

- Make a word problem based on addition

- Make a word problem based on subtraction.

- Make a word problem based on multiplication.

- Make a word problem based on division

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iii). Student Practice Questions & Activities:

1.students will Solve the problems given in exercises.

2.i will ask the children to write any four 1-/2/3/4/ digit number on black board.

3. I will ask children to solve the problems given under Do these.

4. Students will solve the problems given in work book @ 1 per day.

Teaching Learning Material:

➢ Diksha Videos

https://www.diksha.gov.in/play/collection/do_313097315869270016159?contentId=do_31226202660321689623945

https://www.diksha.gov.in/play/collection/do_313097315869270016159?contentId=do_3130581091762585601851

https://www.diksha.gov.in/play/collection/do_313097315869270016159?contentId=do_3130581092301455361892

➢ charts

➢ abacus.

➢ beads.

➢ Card board or color charts

Assessment:

• Make different types of shapes with card board and color them

Signature of the Teacher   Signature of the Headmaster

Signature of the Visiting Officer with Remarks

MONTH : JULY   Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
2. Large Numbers	1) Recalling 3, 4 - digit numbers	1	1			
	2) Introduction of 5 - digit number	1	1			
	3) 5 - digit numbers on the abacus	1	1			
	4) Place value of digits in 5 - digit numbers	1	1			
	5) Place value of digits in 5 - digit number	1	1			
	6) Face value and Place value	1	1			
	7) Expanded and Short form of 5 - digit numbers	1	1			
	8) Expanded and Short form of 5 - digit numbers	1	1			
	9) Comparison of 5 - digit numbers	1	1			
	10) Comparison of 5 - digit numbers	1	1			
	11) Ordering of 5 - digit numbers	1	1			
	12) Forming Numbers	1	1			
	13) Smallest and greatest 5- digit numbers with given digits	1	1			
	14) Predecessor and successor of a 5 - digit number	1	1			
	TOTAL	14	14	28		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could ✎ read and write numbers up to 4 digits. ✎ represent the 4-digit numbers on an abacus. ✎ prepare the place value chart of 4-digit numbers. ✎ write the names of 4-digit numbers. ✎ ordering the 4-digit number by comparing.	Pupils will be able to ✎ read and write 5-digit numbers. ✎ represent the 5-digit numbers on an abacus. ✎ prepare the place value chart of 5-digit numbers. ✎ write the names of 5-digit numbers. ✎ determine face and place value of digits in 5-digit numbers. ✎ write expanded and short forms of 5-digit numbers.

✍ form the greatest and smallest 4-digit numbers with the given digits. ✍ write the predecessor and successor of a 4-digit numbers.	✍ ordering the 5-digit numbers by comparing. ✍ form the greatest and smallest 5-digit numbers with the given digits. ✍ write the predecessor and successor of a 5-digit numbers. ✍ use 5-digit numbers in daily life.

Teaching Learning Process

Induction/Introduction :
By showing the picture on page number 14, the teacher asks the learners some questions in an interactive method.
What do you see in the picture? How many people are there ? Who are they ? Can you guess their monthly income ? What is your father's work ? What is your father's salary ?
By asking the questions we introduce the lesson Large numbers.

Experience and Reflection:
Task :
Write the income and expenditure details of your family in words.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	✍ 2. 0 Introduction ✍ Recalling 3, 4-digit Numbers T.B P. No :14,15 ✍ Workbook Activity	Village professions activity.	✍ Children discuss and respond.	Worksheet No : 1
3 4	✍ 2.1 Large numbers ✍ Introduction of 5-digit number ,T.B Page No :16 ✍ Workbook Activity	Number blocks activity ✍ Teacher explains the one block represents thousand and makes the children to write numbers for given blocks.	✍ Students observe the blocks and discuss in groups.	Do This TB No :17 Worksheet No : 2

5 6	✍ 2.2. 5-digit numbers on the abacus ✍ T.B Page No :17 ✍ *Workbook Activity*	✍ Forming numbers on spike abacus ✍ Ask the children to represent the numbers on the spike abacus	✍ Students observe the spike abacus and discuss in groups.	Worksheet No : 3
7 8	✍ 2.3. Numbers beyond Ten thousand: (Place value) ✍ T.B Page No :18,19 ✍ *Workbook Activity*	Cards game ✍ Divide the class into five groups. ✍ Give each group a deck of cards from cards and take five cards at random and form a five-digit number and stand in places. ✍ Ask the children to say the place values.	✍ children stand in groupwise according to the place values and they can identify the places : once, tense, hundreds, thousands, 10 thousand	 Worksheet No : 4
9 10	✍ 2.4. Face value and Place value ✍ T.B Pg No :19 ✍ *Workbook Activity*	Game with digit cards ✍ Repeat the game as above.		Worksheet No : 5
11 12	✍ 2.5. Numbers in expanded form: Short form T.B Pg. No :20 ✍ *Workbook Activity*	Activity with place value tables, ✍ Repeat the game as above	✍ Children discuss and respond.	Worksheet No : 6
13 14	✍ Exercise: 2.1,T.B Pg . No :21 ✍ *Workbook Activity*	Activity with place value tables,	✍ Children discuss and respond.	Worksheet No : 7
15 16	✍ Exercise: 2.1,T.B Page No:21 ✍ 2.6 Comparison of 5- digit numbers T.B Page No :22 ✍ *Workbook Activity*		✍ Children discuss and respond.	Worksheet No : 8
17 18	✍ 2.6 Comparison of 5- digit numbers ✍ T.B Page No :23 ✍ *Workbook Activity*	Activity with place value tables, ✍ Divide the class into five groups. Give each group a deck of cards from 0 to 9.	✍ Children discuss and respond.	Number cards Game

		✍ Then ask the children to shuffle the cards and take five cards at random and form a five-digit number. ✍ Ask the children to compare the numbers formed by each group. ✍ The group that forms the greatest number is the winner.		
19 20	✍ 2.7 Ordering of 5- digit numbers T.B Page No :23,24 ✍ *Workbook Activity*	Activity with place value tables,	✍ Children discuss and respond.	Worksheet No : 9
21 22	✍ 2.8 Forming Numbers ✍ T.B Page No :24 ✍ *Workbook Activity*	Number cards game, ✍ Divide the class into five groups. ✍ Give each group a deck of cards from 0 to 9. ✍ Then ask the children to shuffle the cards and take five cards at random and form a five-digit number.	Children discuss and respond	Worksheet No : 10
23 24	✍ 2.9 Smallest and greatest 5- digit numbers with given digits ✍ T.B Page No :25 ✍ *Workbook Activity*	Number cards game,		Worksheet No : 11
25 26	✍ 2.10 Predecessor and successor ✍ 2.11 Applications of numbers in daily life: ✍ Exercise 2.2 T.B P. No : 26 ,27 ✍ *Workbook Activity*	Number cards game,	Children discuss and respond	Worksheet No : 12
27 28	✍ Exercise 2.2 T.B Page No :28 ✍ *Workbook Activity*	Facilitate the children to do exercise 2.2		Worksheet No : 13

<div align="center">CHECK FOR UNDERSTANDING</div>

1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
1) The smallest one-digit number is how much? 2) The largest one-digit number is ? 3) The largest 2-digit number is ? 4) The largest 3-digit number is ? 5) Write the expanded form of the following numbers. a)15,387 b) 42, 609 c) 67,892 d) 98,205	1) In 1938 which digit has highest place value ? 2) In 2195 which digit has lowest place value ? 3) How many numbers are there containing 2 digits ? 4) The product of place values of 2 fives in 505 ?	All textbook exercises ,worksheets , Do these, Try this.

Assessment	TLM
Self-Assessment in the workbook	**Print Material :** ❖ 4ᵗʰ Class Maths Magic Textbook & Workbook. ❖ 2023 – 24 Academic Calendar given by APSCERT/AP Education Department .❖ 3,4,5ᵗʰ Class Mathematics Teacher's Handbook. ❖ Pictures of Expanded form, Textbook lessons **Digital Material :** Textbook QR code, DIKSHA videos https://diksha.gov.in/play/content/do_30074476?referrer=utm_source%3Dmobile%26utm_campai gn%3Dsharecontent https://diksha.gov.in/play/collection/do_31234773670560563 22304?referrer=utm_source%3Dmobile%26utm _campaign%3Dshare_content&contentId=do_3122711432702115841197

Signature of the Teacher   Signature of the Headmaster

Signature of the Visiting Officer with Remarks

4th CLASS MATHEMATICS LESSON PLAN

MONTH : AUGUST   Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
3. Additions	1) Additions without carrying	1	1			
	2) Additions with carrying	1	1			
	3) Additions	1	1			
	4) Additions	1	1			
	5) Addition by the Estimation	1	1			
	6) Addition by the Estimation	1	1			
	7) Word problems	1	1			
	8) Addition commutative property	1	1			
	9) Addition in Expanded form	1	1			
	TOTAL	9	9	18		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could ✎ Do additions with 2/3-digit numbers. ✎ Solve the problems in daily life with the use of addition.	Pupils will be able to ✎ Do additions with 4-digit numbers. ✎ Estimate the sums of two 4-digit numbers. ✎ Solve the problems in daily life with the use of addition. ✎ Identify the mistakes in the addition problems. ✎ explain the addition algorithm. ✎ convert the real-life situations into mathematical sentences. ✎ convert the mathematical sentences into real life problems

Teaching Learning Process
Induction/Introduction :
By showing the picture on page number 30, the teacher asks the learners some questions in an interactive method.
Experience and Reflection:
Task :
Write male, female population of your Grama Panchayati and find the total.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	3.0 Addition:(Without carrying) ✍ TB P.No : 30 ✍ Workbook	✍ Library ✍ Facilitate to observe the picture ✍ Conduct Play and Win game	✍ Children discuss and respond.	Worksheet No : 1
3 4	3. 1 Addition : (With carrying) ✍ TB P.No : 31,32 ✍ Addition Game: TB P.No : 33 ✍ Workbook	✍ Conversation ✍ Make the children to follow as given in the textbook	✍ Students observe and discuss in groups.	Worksheet No : 2
5 6	3. 2 Addition Machine: TB P.No : 34 ✍ Workbook	✍ Addition machine		Worksheet No : 3
7 8	3.3 Addition by Estimation: ✍ TB P.No : 34,35 ✍ Workbook	✍ Cycle shop Activity		Worksheet No : 4
9 10	3.3 Addition by Estimation: TB P.No : 35,36 ✍ Workbook	✍ Total cost of more bicycles		Worksheet No : 5
11 12	Word problems TB P.No : 36,37 ✍ Workbook	✍ Grama Sabha & parking stand	✍ Children discuss and respond.	Worksheet No : 6
13 14	Addition commutative property ✍ TB P.No : 37 3.4 Addition in expanded TB P.No : 38 ✍ Workbook	✍ Situation	✍ Children discuss and respond.	Worksheet No : 7

15	3.5 Mental Addition TB P.No : 39	✍ Situation	✍ Children discuss and	Worksheet
	3.1 Exercise TB P.No : 40		respond.	No : 8
16	✍ Workbook			
17	3.1 Exercise TB P.No : 41		✍ Children discuss and	Worksheet-
18	✍ Workbook		solve the problems.	9,10,11

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
✍ Add 6120 and 3524. ✍ Find 3521 + 5324.	✍ Find the number which is 2340 more than 5328. ✍ In how many ways100 can be expressed as the sum of 2 numbers ? ✍ The cost of a bicycle is ` 7945, the cost of a tricycle is ` 1680 more than that of a bicycle. What is the cost of the tricycle?	All textbook exercises ,worksheets , Do these, Try this.

Assessment	TLM	
Self-Assessment in the workbook	Print Material :	Digital Material :
	4ᵗʰ Class Maths Magic Textbook & Workbook. 2023 – 24 Academic Calendar given by APSCERT/AP Education Department. 3,4,5ᵗʰ Class Mathematics Teacher's Handbook. Pictures of Expanded form, Textbook lessons	Textbook QR code, DIKSHA videos https://diksha.gov.in/play/content/do_30074476?referrer=utm_source%3Dmobile% 26utm_campai gn%3Dsharecontent https://diksha.gov.in/play/collection/do_3123477367056056322304?referrer=utm_s ource%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_312271 142702115841197

MONTH : SEPTEMBER   Name of the teacher:

Name of the Lesson	Topic	Mandal No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
4. Subtractions	1) Subtraction without borrowing	1	1			
	2) Subtraction with borrowing	1	1			
	3) Word problems related to Subtractions	1	1			
	4) Word problems related to Subtractions	1	1			
	5) Estimation of the Difference	1	1			
	6) Estimation of the Difference	1	1			
	7) Addition and Subtraction Facts & Exercise	1	1			
	8) Applications of Subtraction	1	1			
	9) Applications of Subtraction	1	1			
	TOTAL	9	9	18 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could ❖ Do the subtractions up to 3-digit numbers. ❖ solve the problems in daily life with the use of subtraction.	Pupils will be able to 1) do subtractions up to 4-digit numbers. 2) estimate the difference between two 4-digit numbers. 3) solve the problems in daily life with the use of subtraction. 4) correct the mistakes in subtractions and give reasons. 5) say the profit or loss in daily life situations.

Teaching Learning Process
Induction/Introduction : By showing the picture on page number 42, the teacher asks the learners some questions in an interactive method.
Experience and Reflection: Task : Enable the learners to understand the concept subtraction by using teaching learning material like sticks, seeds, beads, stones, abacus etc. Create situations in the class for group activity.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	4.0 Subtraction without borrowing P.No : 42,43,44 Workbook	Post office activity Explain the subtraction as given in the textbook	Children discuss and respond.	Worksheet No : 1
3 4	4.1 Subtraction with borrowing P.No : 45 Workbook	River view park Explain how to write the digits according to places	Students observe and discuss in groups.	Worksheet No : 2
5 6	Word problems related to Subtractions P.No :47 Workbook	Bricks factory activity	Students observe and discuss in groups.	Worksheet No : 3
7 8	Word problems related to Subtractions P.No :47 Workbook	Bought the Saree activity		Worksheet No : 4
9 10	4.2 Estimation of the Difference P.No :48 Workbook	Collected Addakulu activity		Worksheet No : 5
11 12	4.2 Estimation of the Difference P.No : 49 Workbook	Petrol bunk&Titli cyclone activity	Children discuss and respond.	Worksheet No : 6
13	4.3 Addition and Subtraction Facts , 4.4 Mental Subtraction	Journey activity	✍ Children discuss and respond.	Worksheet No : 7

14	Exercise 4.1 P.No : 49 Workbook	Teacher may give the activity to highlight the concept of subtraction by enabling them to take up the in practical work.		
15 16	4.5 Applications of Subtraction P.No :54,55 Workbook	Buy and sell the mangoes activity	✍ Children discuss and respond.	Worksheet No : 8,9
17 18	Applications of Subtraction Exercise :4.2 P.No :56,57 Workbook	Buy and sell the mangoes activity	✍ Children discuss and solve the problems.	Worksheet- 10,11

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
1) Take away 3640 from 8647 2) Subtract 5342 from 7452 3) 9890 – 7999 = 4) 8786 – 6894 =	1) Find the number which is 2020 less than 8042. 2) What must be added to 4208 to get 7142? 3) Subtract the greatest three-digit number from the smallest four-digit number. 4) By how much 7002 is more than 4283?	All textbook exercises ,worksheets , Do these, Try this.

Assessment	TLM	
Self-Assessment in the workbook	Print Material :	Digital Material :
	4th Class Maths Magic Textbook & Workbook. 2023 – 24 Academic Calendar given by APSCERT/AP Education Department. 3,4,5th Class Mathematics Teacher's Handbook. Pictures of Expanded form, Textbook lessons	Textbook QR code, DIKSHA videos

Signature of the Teacher   Signature of the Headmaster

Signature of the Visiting Officer with Remarks

		4th CLASS MATHEMATICS LESSON PLAN					
MONTH : OCTOBER Name of the teacher:							
Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION	
		TB	WB	FROM	TO		
5. Multiplications	1) 3-Digit x 1-digit Multiplication	1	1				
	2) Multiplication with 100,200,300……	1	1				
	3) Different methods of Multiplications	1	1				
	4) Multiplication	1	1				
	5) 3-Digit x 2-digit Multiplication	1	1				
	6) Different methods of Multiplications	1	1				
	7) Exercise-1	1	1				
	8) Exercise-1	1	1				
	9) Multiples	1	1				
	10) Multiples	1	1				
	11) Recognize the multiples	1	1				
	TOTAL	11	11	22 Periods			

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could	The students will be able to...
❖ Do the simple Multiplications	❖ do the multiplications with 3-digit numbers by 2-digit numbers.
❖ solve the problems in daily life with the use of multiplication	❖ explain sequential steps in doing multiplications with 3-digit numbers by 2 digit numbers in different ways.
	❖ solve the real life problems involving multiplications.

	❖ write the multiples of given numbers.

Teaching Learning Process

Induction/Introduction :
By showing the picture, the teacher asks the learners some questions in an interactive method.

Experience and Reflection:
Task : Enable the learners to understand the concept multiplication by using teaching learning material like sticks, seeds, beads, stones, abacus etc.
Create situations in the class for group activity.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	3-Digit x 1-digit Multiplication Workbook activity	Exhibition Activity **Rajani worked out it as follows…**	Children discuss and respond.	Worksheet No : 1
3 4	Multiplication with 100,200,300…… Workbook activity	Fill in the table	Students observe and discuss in groups.	Worksheet No : 2
5 6	Different methods of Multiplications Workbook activity	Village fair	Students observe and discuss in groups.	Worksheet No : 3
7 8	Multiplication Workbook activity	Math lab activity		Worksheet No : 4
9 10	3-Digit x 2-digit Multiplication Workbook activity	Cloth shop Worksheet - 5		Worksheet No : 5
11 12	Different methods of Multiplications Workbook activity	Paddy selling	Children discuss and respond.	Worksheet No : 6
13 14	Exercise-1 Workbook activity	Worksheet - 7	Children discuss and respond.	Worksheet No : 7
15 16	Exercise-1 Workbook activity		Children discuss and respond.	Worksheet No : 8

17 18	Multiples Workbook activity	Cat and Mouse Worksheet - 9	Children discuss and solve the problems.	Worksheet-9
19 20	Multiples Workbook activity	Meow- Meow game		Worksheet-10
21 22	Recognize the multiples Workbook activity	explain what are multiples		Worksheet – 11 & 12

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
1. Find the products. a) 3 4 2 × 2 b) 3 2 2 × 1 c) 2 2 0× 4	1) Twice a certain number 42. What is 6 times that number ? 2) Lingayya was a bangle seller and sold bangles at ` 36 per dozen. In the month of March, he sold 287 dozens of bangles. How much money did he get?	all textbook activities ,worksheets

Assessment	TLM	
Self-Assessment in the workbook	Print Material :	Digital Material :
	4th Class Maths Magic Textbook & Workbook. 2023 – 24 Academic Calendar given by APSCERT/AP Education Department. 3,4,5th Class Mathematics Teacher's Handbook. Pictures of Expanded form, Textbook lessons	Textbook QR code, DIKSHA videos

Signature of the Teacher   Signature of the Headmaster

Signature of the Visiting Officer with Remarks

4th CLASS MATHEMATICS LESSON PLAN						
MONTH : NOVEMBER Name of the teacher:						
Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
6. Division	1) 3-Digit ÷ 1- digit Division	1	1			
	2) 3-Digit ÷ 1- digit Division	1	1			
	3) Exercise-1	1	1			
	4) 3-Digit ÷ 2- digit Division	1	1			
	5) 3-Digit ÷ 2- digit Division	1	1			
	6) Division by 10	1	1			
	7) Division by 100	1	1			
	8) Exercise-2	1	1			
	9) DMAS rule	1	1			
	TOTAL	11	11	22 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could ❖ Do the divisions by 1-digit number ❖ solve the problems in daily life with the use of divisions.	1) Pupils will be able to 2) do the divisions up to 3 digit numbers by 2 digit numbers. 3) do the divisions by 10 and 100. 4) do the daily life problems using division. 5) check the division. 6) solve the problems using DMAS rule.

Teaching Learning Process

Induction/Introduction :

- Write the following problem on the board and ask students to solve the problem in pairs: "Four friends went to a camp that cost a total of Rs 400. They split the amount equally between each other. How much money did each friend pay for the camp?"

- Choose students to share their answers and how they solved the problem. Highlight the question they answered, the equations they used, and the important information and keywords as you jot down notes from their explanations on the board.

- Ask for competing ideas from students and have students turn and talk to their partners about what they think they'll learn today.

- Model finding the correct answer to the problem.

- Tell students today they'll review how to solve long division word problems and make a list of keywords that indicate they need to divide to solve the problems.

Experience and Reflection:

- Provide student-friendly definitions in students' home language (L1) and English (L2) of the following words: "camp," "split," "equally," "amount," "keywords," and "division." If possible, include a picture or example of the term.

- Have students restate the main information from the word problem in their own words.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	3-Digit ÷ 1- digit Division Workbook Activity	Yellamma packing the papads.	Children discuss and respond.	Worksheet No : 1
3 4	3-Digit ÷ 1- digit Division Workbook Activity	Division algorithm 268 lemons are equally packed in 2 baskets.How many lemons are there in each basket ?	Students observe and discuss in groups.	Worksheet No : 2
5 6	Exercise-6.1 Workbook Activity	Worksheet – 3	Students observe and discuss in groups.	Worksheet No : 3
7 8	3-Digit ÷ 2- digit Divisio nWorkbook Activity	Ramayya's garden		Worksheet No : 4
9	3-Digit ÷ 2- digit Division	Division Algorithm		Worksheet

10	Workbook Activity			No : 5
11 12	Division by 10 Workbook Activity	Division by 10 When we divide a 3-digit number by 10, the remainder is always the digit in one's place of the given number and the quotient is the number formed by the remaining digits.	Children discuss and respond.	Worksheet No : 6
13 14	Division by 100 Workbook Activity	Division by 100 When we divide a 3-digit number by 100, the quotient is the digit in the hundred's place and the remainder is the number formed by the digits in ten's and one's place of the given number taken in the same order.	✍ Children discuss and respond.	Worksheet No : 7
15 16	Exercise-2 Workbook Activity	explain how to solve the problems using teaching learning material	✍ Children discuss and respond.	Worksheet No : 8,9
17 18	DMAS rule Workbook Activity	DMAS rule Worksheet - 10	✍ Children discuss and solve the problems.	Worksheet-10

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
Find the quotient and the remainder for the following and check your answer. a) 309 ÷ 15 b) 768 ÷ 19 c) 422 ÷ 24 d) 849 ÷ 42	A school bus can accommodate 50 children. How many such buses are needed to accommodate 250 children? 160 children get into teams of 4. How many such teams can they form? How many weeks make 126 days? Sanju bought 360 crayons in packets of 15 each. How many packets of crayons did Sanju buy?	All textbook exercises and do these try these workbook activities

Assessment	TLM	
Self-Assessment in the workbook	Print Material :	Digital Material :
	4th Class Maths Magic Textbook & Workbook. 2023 – 24 Academic Calendar given by APSCERT/AP Education Department. 3,4,5th Class Mathematics Teacher's Handbook. Pictures of Expanded form, Textbook lessons	Textbook QR code, DIKSHA videos
Signature of the Teacher Signature of the Headmaster Signature of the Visiting Officer with Remarks		

MONTH : DECEMBER   Name of the teacher :

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
7. GEOMETRY	1) Edges, Corners, Faces	1	1			
	2) Introduction of rectangle	1	1			
	3) Introduction of square	1	1			
	4) Properties of rectangle and square	1	1			
	5) Triangle	1	1			
	6) Net forms	1	1			
	7) Perimeter	1	1			
	8) Find perimeter by using grid paper	1	1			
	9) Area	1	1			
	10) Find area by using grid paper	1	1			
	11) Introduction of Circle	1	1			
	12) TANGRAM	1	1			
	TOTAL	12	12	24 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could ❖ Say the shapes around him ❖ solve the problems in daily life .	Pupils will be able to 1) identify the shapes of three-dimensional objects. 2) find the edges, corners, and faces of the 3-D objects. 3) know the shapes and properties of rectangle, square and triangle.

	4) calculate the area and perimeter of the objects using grid papers.
	5) know the concept of a circle.
	6) make different shapes using 'TANGRAM'.

Teaching Learning Process

Induction/Introduction :

include four sides, four corners, and a flat shape.

- Ask students to look around the classroom and find something in the shape of a square.
- Display examples of 2-D and 3-D shapes using blocks and flat shapes.
- Explain that this is a 2-D shape. Say, "Now I will show you some 3-D shapes."
- Hold up a 2-D shape, like a square, and ask students to identify the shape and share what attributes it has. Answers should
- Show an example of 3-D shapes like a cube, pyramid, triangular prism, and rectangular prism one at a time. Before showing a

  shape, pair up your students and have one partner cover their eyes. Have the other partner describe the shape to them. See if they can guess the shape based on the description.

- Explain that today they will be learning more about and building their own 2 − D / 3-D shapes.

Experience and Reflection:

- Provide students with a bilingual glossary that includes visuals and important vocabulary from the lesson in English and student's home language (L1), such as attribute, cube, pyramid, triangular prism, and rectangular prism.

- Have students practice saying the names of 3-D shapes to a peer who can provide accurate feedback prior to the lesson.

- Have students compare and contrast what they notice about the 2-D shapes compared to the 3-D shapes with a partner.

- Provide sentence stems, such as:

- Provide a word bank with a list of adjectives/phrases for students to refer to (e.g. flat, curved, straight, bigger, takes up more space, etc.)

  o The shapes are similar because _____.

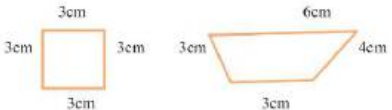 o The shapes are different because _____.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Edges, Corners, Faces Workbook Activity	Carpenter Shop	Children discuss and respond.	Worksheet No : 1
3 4	Introduction of rectangle Workbook Activity	Plywood sheet	Students observe and discuss in groups.	Worksheet No : 1
5 6	Introduction of square Workbook Activity	Carom board	Students observe and discuss in groups.	Worksheet No : 1
7 8	Properties of rectangle and square Workbook Activity	Measure and fill the table		Worksheet No : 2
9 10	Triangle Workbook Activity	Fold and cut the paper		Worksheet No : 3
11 12	Net forms Workbook Activity	Open the tooth paste box	Children discuss and respond.	Worksheet No : 4
13 14	Perimeter Workbook Activity	Pendal Ask a student to read that **perimeter** as the distance around a two-dimensional shape that has straight lines	✍ Children discuss and respond.	Worksheet No : 5
15 16	Find perimeter by using grid paper Workbook Activity	Grid paper activity Worksheet - 6	✍ Children discuss and respond.	Worksheet No : 6
17 18	Area Workbook Activity	Tile floor and table Worksheet - 7	✍ Children discuss and solve the problems.	Worksheet-7
19 20	Find area by using grid paper Workbook Activity	Grid paper Activity	✍ Children discuss and solve the problems.	Worksheet - 8
21 22	Introduction of Circle Workbook Activity	Observe the circle type objects	✍ Children discuss and solve the problems.	Worksheet - 9

23 24	TANGRAM Workbook Activity	Make the different shapes	✍ Children discuss and solve the problems.	Worksheet - 10

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
What is the perimeter of the following figures? 3cm 3cm 3cm 3cm 3cm 6cm 3cm 4cm 3cm	1) How many triangles are formed when a square or rectangle is cut diagonally? 2) In a figure, the four sides are 20cm, 16cm, 20cm, 16cm then what is the shape of the object? 3) In a figure, measurements of four sides are 15 cm each and the adjacent sides are vertical to each other. What is the shape of the object?	all textbook and workbook exercises

Assessment	TLM	
Self-Assessment in the workbook	Print Material :	Digital Material :
	4ᵗʰ Class Maths Magic Textbook & Workbook. 2023 – 24 Academic Calendar given by APSCERT/AP Education Department. 3,4,5ᵗʰ Class Mathematics Teacher's Handbook. Pictures of Expanded form, Textbook lessons	Textbook QR code, DIKSHA videos

Signature of the Teacher

Signature of the Headmaster

Signature of the Visiting Officer with Remarks

4th CLASS MATHEMATICS LESSON PLAN

MONTH : JANUARY   Name of the teacher:

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
8. DATA HANDLING	1. Collection of data	1	1			
	2. Tally marks table	1	1			
	3. Interpretation of Pictographs	1	1			
	4. Interpretation of bar graphs	1	1			
	5. Interpretation of bar graphs	1	1			
	TOTAL	5	5	10 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could Read and write the numbers Collect the data.	Pupils will be able to 1) identifies areas of concern in familiar settings for investigation. 2) makes predictions about familiar situations. 3) suggests information to collect to answers to certain questions. 4) decides how information should be collected. 5) accurately collects and records data in tally marks in tabular forms. 6) suggests suitable categories to classify the data. 7) sorts identifies frequency and classifies data. 8) reads data in different forms eg; tabular forms, pictographs and bar graphs. 9) interprets and describes information presented in tabular forms, pictographs, and Bar graphs.

Teaching Learning Process

Induction/Introduction :

By showing the picture on page number 103, the teacher asks the learners some questions in an interactive method.

- **Task :** Explain to your students that they are going to learn about representing **data,** or information.

- Ask your students to give an example of a time when they had to collect and use data.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Collection of data Workbook Activity	Collection of data complete the table by using the picture in the textbook P.No : 103	Children discuss and respond.	Worksheet No : 1
3 4	Tally marks table Workbook Activity	Collection of data.	Children can Observe the two tables and write the number for the given tally marks, and tally marks for the numbers.	Worksheet No : 2
5 6	Interpretation of Pictographs Workbook Activity	Collection of pictographs. Instead of writing the name of the fruit she started drawing its picture' **Reading a Bar graph**	Children Collect the necessary information to find the most favoured flower/ vegetable of your class. Represent the data in a) tabular form b) pictograph	Worksheet No : 3,4
7 8	Interpretation of bar graphs Workbook Activity	To make Collecting data clearer and more interesting the above data can be represented in vertical bars or horizontal rectangular bars using rectangles.	Answer the questions based on the bar graph.	Worksheet No : 5
9 10	Interpretation of bar graphs Workbook Activity	Collection of bar graphs	Answer the questions based on the bar graph.	Worksheet No : 6

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
Balu has saved ` 1, ` 2 and ` 5 coins in his kiddy bank. Now his kiddy bank is full and he wanted to count the number of each coin separately. How will he do this in an easy way?	Collect the necessary information to find the most favoured flower/ vegetable of your class. Represent the data in a) tabular form b) pictograph.	All textbook activities, workbook activities

Assessment	TLM	
Self-Assessment in the workbook	Print Material :	Digital Material :
	4th Class Maths Magic Textbook & Workbook. 2023 – 24 Academic Calendar given by APSCERT/AP Education Department. 3,4,5th Class Mathematics Teacher's Handbook. Pictures of Expanded form, Textbook lessons	Textbook QR code, DIKSHA videos

Signature of the Teacher   Signature of the Headmaster

Signature of the Visiting Officer with Remarks

4th CLASS MATHEMATICS LESSON PLAN						
MONTH : FEBRUARY Name of the teacher:						
Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
9. FRACTIONS	1. Recalling half and quarter	1	1			
	2. Half and quarter	1	1			
	3. Fraction as a "part of a whole"	1	1			
	4. Concept of a Fraction	1	1			
	5. Concept of a Fraction	1	1			
	6. Unit fraction	1	1			
	7. Comparison of unit fraction	1	1			
	8. Like fractions	1	1			
	9. Addition of like Fractions	1	1			
	10. Subtraction of like fractions	1	1			
	11. Addition and Subtraction of like fraction	1	1			
	12. Comparison of Like fractions	1	1			
	13. Comparison of Like fractions	1	1			
	14. Applications of fractions in daily life	1	1			
	15. Applications of fractions in daily life	1	1			
	TOTAL	15	15	30 Periods		

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could ❖ Do the additions , subtractions , multiplications, divisions up to 3-digit numbers. ❖ solve the problems in daily life with the use of subtraction.	**Pupils will be able to** ✎ identify and write half and quarter of a whole. ✎ divide a given object or group of objects into number of equal parts. ✎ recognize a fraction and its parts. ✎ express the fraction as a part of a whole and a part of a group. ✎ identify and compare unit fractions and like fractions. ✎ perform additions and subtractions over like fractions. ✎ apply the knowledge of fractions in daily life.

Teaching Learning Process

Induction/Introduction :

By showing the picture on page number 115, the teacher asks the learners some questions in an interactive method.

Experience and Reflection:

Task : **Fraction Strips (can be used for various activities related to fraction concepts):**

✎ Fraction strips are a useful manipulative for students to grasp early concepts of fractions and to conceptualize the linear model. Teachers can find resources to make their own fraction strips.

✎ It is recommended that students prepare their own fraction strips by folding and cutting out the individual shapes (1, ½, ¼, ⅛, 1/16) and writing out the different fractions on each shape themselves.

✎ Experienced teachers have explained that this process helps students to better understand the concept of this manipulative. To add to the understanding of fraction strips, we have included a granola bar image made into fraction strips for introducing fraction concepts and group discussions.

NOTE : I recommend printing fraction strips on heavier, coloured card stock for durability.

Be sure to keep each shape of each fraction strip a different colour and the same size.

Possible open questions:

• Can you find a fraction strip that is smaller than ½?

• Can you find a fraction strip that is bigger than ¼?

• Find 2 fraction strips that add up to 1 (ie. ½ + ½ or ¼ + ¼ + ¼ + ¼)

• Find 3 fractions that add up to 1 (ie. ½ + ¼ + ¼)

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Recalling half and quarter Workbook Activity	Shading half of the given pictures	Children discuss and answer the questions.	Worksheet No : 1
3 4	**Half and quarter** Workbook Activity	Colouring activity.	Students observe and discuss in groups. Label the shaded part as half and quarter.	Worksheet No : 2
5 6	Fraction as a "part of a whole" Workbook Activity	colouring	Students observe and discuss in groups. Represent "part of a whole" or "fraction "with some more pictures.	Worksheet No : 3
7 8	Concept of a Fraction Workbook Activity	matching	Fraction 2/3 can be read as 2 **over** 3 or 2 **out of** 3 or 2 **by** 3.	Worksheet No : 4
9 10	Concept of a Fraction Workbook Activity	matching		Worksheet No : 5
11 12	Unit fraction Workbook Activity	colouring Fractions with numerator '1' are called UNIT FRACTIONS	Children discuss and respond. Write some more unit fractions with denominator 2, 4, 6, 9.	Worksheet No : 6
13 14	Comparison of unit fraction Workbook Activity	Comparison of shapes In any two fractions with same numerator, the fraction with smaller denominator is greater than the other and vice versa.	Children discuss and respond. Arrange them in ascending / descending order, according to the descending order / ascending order of their denominators.	Worksheet No : 7
15 16	Like fractions Workbook Activity	Comparison of shapes Fractions with same denominators are called LIKE FRACTIONS	Children discuss and respond. Write like fractions	Worksheet No : 8
17 18	Addition of like Fractions Workbook Activity	Colouring	Children discuss and solve the problems.	Worksheet -9

19 20	Subtraction of like fractions Workbook Activity	Reading and analysis	Children discuss and solve the problems. Subtract the fractions.	Worksheet – 10
21 22	Addition and Subtraction of like fraction Workbook Activity	Problem solving	Children discuss and solve the problems. Subtract the fractions.	Worksheet – 11
23 24	Comparison of Like fractions Workbook Activity	Analytical method "Of the given two fractions with the same denominator, fraction with smaller numerator is smaller than the other".	Children discuss and solve the problems. Arrange the fractions in descending order. Arrange the fractions in ascending order	Worksheet – 12
25 26	Comparison of Like fractions Workbook Activity	Problem solving Method	Arrange the fractions in descending order. Arrange the fractions in ascending order	Worksheet – 12
27 28	Applications of fractions in daily life Workbook Activity	Practical method In our daily life we come across many situations, where in we share whole object among two or three or many for instance.	Children apply the concept of fractions in daily life.	Worksheet – 13
29 30	Applications of fractions in daily life Workbook Activity	Practical method	Children apply the concept of fractions in daily life.	Worksheet – 14

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
$1/8 + 3/8 =$ $1/7 + 2/7 =$ $5/8 – 3/8 =$	✍ A scooter tank has 2/3 litres of petrol. Prasad rides around for some time and sees that the petrol level has come down to 1/3 litres. How much petrol does he use for riding around? ✍ If Kishore ate 9/10 of a pizza and Adi ate of another pizza 2/10 of same size, then how much more pizza did Kishore eat than Adi?	All textbook activities, Workbook activities.

Assessment	TLM	
Self-Assessment in the workbook	Print Material :	Digital Material :
	4th Class Maths Magic Textbook & Workbook. 2023 – 24 Academic Calendar given by APSCERT/AP Education Department. 3,4,5th Class Mathematics Teacher's Handbook. Pictures of Fractions,like fractions.	Textbook QR code, DIKSHA videos

Signature of the Teacher   Signature of the Headmaster

Signature of the Visiting Officer with Remarks

Name of the Lesson	Topic	No. of Periods Required For		TIMELINE FOR TEACHING		ANY SPECIFIC INFORMATION
		TB	WB	FROM	TO	
10. MEASUREMENTS	1. Convert the meters into centimetres	1	1			
	2. Convert the centimetres into meters	1	1			
	3. Comparison of Units	1	1			
	4. Addition Problems	1	1			
	5. Subtraction Problems	1	1			
	6. Convert the kilograms into grams	1	1			
	7. Convert the grams into kilograms	1	1			
	8. Comparison of Units	1	1			
	9. Addition Problems	1	1			
	10. Subtraction Problems	1	1			
	11. Convert the litres into millilitres	1	1			
	12. Convert millilitres into litres	1	1			
	13. Comparison of units	1	1			
	14. Addition Problems	1	1			
	15. Subtraction Problems	1	1			
	16. Introduction Minutes	1	1			
	17. Convert minutes into seconds	1	1			

4ᵗʰ CLASS   MATHEMATICS LESSON PLAN

MONTH : FEBRUARY/MARCH Name of the teacher:

18.	Read Calendar	1	1		
19.	Tender change currency	1	1		
20.	Bank activity	1	1		
	TOTAL	20	20	40 Periods	

PRIOR CONCEPTS/SKILLS	LEARNING OUTCOMES
Children could ✍ measure lengths in centimeters and meters. ✍ know about inch and foot. ✍ estimate and compare the weight of given objects. ✍ know about standard units of weight i.e in kilogram and gram. ✍ estimate and compare the capacities of different objects. ✍ know about standard units of capacity i.e liter and milliliter. ✍ read the clock and write time in hours and minutes.	Pupils will be able to A) Our money: know the different denominations of our currency. do the addition sums involving currency. do the subtraction sums involving currency. solve the problems involving money in daily life situations. B) Length: convert meters into centimeters and centimeters to meters. solve problems in daily life situations related to length. C) Weight: convert kilograms into grams and grams into kilograms. solve problems in daily life situations related to weights. D) Capacity: convert liters into milliliters and milliliters into liters. solve problems in daily life situations related to capacity. E) TIME: understand the relation between hours, minutes, seconds. read the clock. read the calendar.
Teaching Learning Process	
Induction/Introduction :	

By showing the picture in the lesson, the teacher asks the learners some questions in an interactive method.

Experience and Reflection:
Task :

- Begin by asking the class to write down as many things as they can think of that they 'measure' or things that require 'measurement.'
- For example: their clothes come in different sizes, their weight, their height, the speed of a car, or ingredients for cooking.
- Compile a list of all of the things they measure or things that require measurement on the board.
- If it hasn't been added, place 'length' on the list. Circle all of the measurements that could be considered a measurement of length.
- Create situations in the class for group activity.

Period No	Topic	Explicit Teaching/Teacher Modelling	Group Work	Independent Work
1 2	Convert the meters into centimetres .Workbook Activity	Observe the tape.	Children discuss and respond.	Worksheet No : 1
3 4	Convert the centimetres into meters .Workbook Activity	Thread activity	Students observe and discuss in groups.	Worksheet No : 2
5 6	Comparison of Units Workbook Activity	Which is lengthy?	Students observe and discuss in groups.	Worksheet No : 3
7 8	Addition Problems Workbook Activity	Mastan built the wall.		Worksheet-4, 5
9 10	Subtraction Problems Workbook Activity	Mastan built the wall.		Worksheet- 6, 7, 8.
11 12	Convert the kilograms into grams .Workbook Activity	Anjaiah's grocery shop Worksheet-9	Children discuss and respond.	Worksheet No : 9
13 14	Convert the grams into kilograms .Workbook Activity		Children discuss and respond.	Worksheet No : 10
15	Comparison of Units	Which is heavy?	Children discuss and respond.	Worksheet No : 11

16	Workbook Activity			
17 18	Addition Problems Workbook Activity	Measuring the total weight of the sweets.	Children discuss and solve the problems.	Worksheet-12,13,14
19 20	Subtraction Problems Workbook Activity	Remaining balance of rice		Worksheet-15, 16, 17
21 22	Convert the litres into millilitres Workbook Activity	Papaiah's milk selling centre	Convert liters into milliliters	Worksheet – 18
23 24	Convert millilitres into litres Workbook Activity	Complete the table		Worksheet – 19
25 26	Comparison of units Workbook Activity	Which is more?		Worksheet – 20
27 28	Addition Problems Workbook Activity	Petrol bunk		Worksheet – 21
29 30	Subtraction Problems Workbook Activity	Birth day party		Worksheet - 22, 23, 24
31 32	Introduction Minutes Workbook Activity	Skipping competition	**Let us read the clock and note the time in the given boxes.**	Worksheet – 25
33 34	Convert minutes into seconds Workbook Activity	To convert hours into seconds, we multiply number of hours with 3600	Convert the minutes into seconds.	Worksheet - 26, 27 & 28
35 36	Read Calendar Workbook Activity		Children can read calendar.	Worksheet - 29 & 30
37 38	Tender change currency Workbook Activity	Gramdevatha utsavalu	Count the money using dummy currency notes.	Worksheet - 31, 32
39 40	Bank activity Workbook Activity	Bank Activity		Worksheet – 33

CHECK FOR UNDERSTANDING		
1.Factual Questions	2.Open Ended/Critical Thinking	3.Student Practice Questions and Activities
Fill in the blanks with suitable denominations for ` 2000. a) Rs .2000 = _____ + Rs . 500 + Rs . 500 + Rs . 200 + Rs . 200 + Rs .100 b) Rs . 2000 = ` _____ + ` _____ + ` 500 + ` 500 + ` 500 + ` 200 c) Rs . 2000 = ` 500 + `500 + ` 500 + ` _____ + ` _____ + `100 + ` _____ + ` 50. d) Rs . 2000 = ` 200 + ` 200 + ` 500 + `100 + ` 100 + ` _____ + `_____ + ` _____ + ` 100.	1) A fish vendor Komali, bought fishes for ` 5620 and sold it for `4985. How much loss did she get? 2) Sailaja has ` 6450 and her mother has ` 2530. What is total amount they have? If they spent ` 5645 then how much money will be with them?	All textbook activities, Workbook.

Assessment	TLM	
Self-Assessment in the workbook	Print Material :	Digital Material :
	4th Class Maths Magic Textbook & Workbook. 2023 – 24 Academic Calendar given by APSCERT/AP Education Department. 3,4,5th Class Mathematics Teacher's Handbook.	Textbook QR code, DIKSHA videos

Signature of the Teacher   Signature of the Headmaster

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