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Education Department

DERT

DIRECTORATE OF EDUCATIONAL
RESEARCH & TRAINING



CM IMPACT Meghalaya Learning Enhancement Programme



CHIEF MINISTER'S INITIATIVE TO MAXIMIZE PASS ACHIEVEMENT
AND CLASSROOM TRIUMPH

Module 1 (March-August)

CLASS

02

Achieving grade-appropriate learning levels

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Class 2: Module 1

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Note for Teachers

Dear Teacher,

The **Meghalaya Class Readiness Programme (M-CRP)**, implemented at the start of this academic year was a **bridge course** which focused on enhancing the learning outcomes and competencies of the previous classes to help achieve the current grade-level outcomes. We sincerely appreciate your dedication, hard work, and commitment to this initiative, ensuring every student moves forward in their learning journey. The M-CRP plays a crucial role in ensuring students, particularly those struggling, acquire the necessary competencies to progress through their classes without difficulty.

On completion of the M-CRP, in order to assist you in conducting regular classes effectively and to keep the momentum alive, chapter-wise activities will be shared with you throughout the academic year. This will help students attain grade-level learning through experiential, activity-based elements linked to learning outcomes and competencies, and will aid you in reinforcing concepts covered in each chapter. This approach will also encourage students to reflect on and apply what they learn.

While you will be teaching the subject as per your timetable and syllabus, it is suggested that you conduct the given activities along with the chapter you are teaching from the NCERT textbook.

The following are some important points that will help you understand the usage of the modules in a better manner:

- The modules provide **suggestive activities** you can undertake while teaching a chapter. These activities are aligned with the theme/concepts of the chapter and have experiential learning at their core. These are also aligned to specific learning outcomes and competencies, thus helping your students acquire certain skills
- At the end of each unit/chapter, a competency-based assessment is included to help you identify your students' learning levels and determine areas that may require additional revision. These assessment activities are **aligned with the formative assessments suggested in the Assessment Blueprint** (revised in February 2025).
- A sample learning level tracker (as given during MCRP) is provided at the end of each module. Please use this to monitor individual students' achievement of learning outcomes and competencies. This will give you a clear picture of how your students are doing and what areas they need extra support in.

If you have any queries, please contact our helpline number: **6909366037**

Wishing you an engaging and fruitful academic year ahead! Here's hoping your students become independent learners and your classroom interactions remain exciting, learning outcome-driven and without additional burden to you.

Meghalaya Learning Enhancement Programme

ENGLISH

UNIT 1

Chapter: MY BICYCLE

Activity 1 Identifying emotions

1.E.L01 Associates words with pictures

NIPUN Competency Reading Comprehension

**Duration:** 30 Minutes**Type of Activity:** Whole Class**Resources:** Emotion Cards (happy, sad, angry, tired, shocked, surprised and confused)

1. Keep emotion word cards ready (happy, sad, angry, tired, shocked, surprised, confused).
2. Call a child to come to the front of the class and pick up an emotion card.
3. Can the child read the card? If the child can't, whisper the word in his/her ear and ask the meaning in home language. The child whispers it back to you.
4. Next, the child has to make a face to show that emotion.

Help children think about when they experience these emotions.

You can have a 15-20 minute circle time in your class every two days or every week (depending on how much time you are comfortable with). In the circle, have children express how they are feeling on that day. This will help you keep tabs on how your students are doing emotionally.

Activity 2 Identifying letters

1.E.L03 Recognises letters and their sounds A—Z

NIPUN Competency Sound Symbol Awareness

**Duration:** 25 Minutes**Type of Activity:** Individual**Resources:** NCERT Class 2 Textbook Chapter 1

Read the following poem from Chapter 1 of the NCERT English textbook out to the students and have them repeat after you.

Next, instruct the students to identify the following letters from the poem and underline them in their textbooks-

S L T A B C

My Bicycle*I have a red bicycle.**I pedal and I ride.**Trin... trin... trin... goes the bell.**Makes my friends move aside.*

*The seat is blue in colour,
The tyres and pedals are black.
Sometimes fast, sometimes slow,
But my bicycle is always on track.*

*To keep my bicycle moving,
All I need is some air.
I put on my little helmet,
And go happily everywhere.*

UNIT 1

Chapter: PICTURE READING

Activity 1 Story of letter 'M', 'm'

1.E.L03 Recognises letters A-Z

NIPUN Competency Sound Symbol Awareness

**Duration:** 25 Minutes**Type of Activity:** Whole Class
and Individual**Resources:** Photocopy of the story for each child, A4 sheets (optional), colours

The teacher will read out the story and the students will follow her. S/he will ask the students to underline the words starting with the letter 'M'.

The Story

Mary lived in Mairang, Meghalaya. She had two animals as her pets - a monkey and a mongoose. Mary loved her pets. Mary also liked to play during the day. At night, she loved looking at the stars and moon. Mary loved eating mangoes. One morning, she plucked 10 mangoes from the mango tree. By evening, four were missing.

Mary looked for the missing mangoes everywhere: under the mat, over the table, behind the door, on the bed. But she couldn't find the four mangoes anywhere. Suddenly she felt her dress being pulled. There were three mice pulling her dress. They pointed to the veranda. She saw the monkey and the mongoose eating the mangoes together. She scolded them and gave one mango to each mouse.

Since that day, she had five pets – one monkey, one mongoose and three mice.

Ask students to draw anything they liked in the story. You can ask them to do this in their notebooks. If you have A4 sheets, you can ask them to draw on those as well.

Next, ask students to copy all the words from the story which begin with 'M' or 'm' in their notebooks.

Activity 2 My family depiction

1.E.L06 Draws, scribbles in response to poems and stories

NIPUN Competency Writing /drawing for self-expression



Duration: 30 Minutes



Type of Activity: Individual



Resources: A4 sheets and colours (if available, some glue)

Before Class:

Make a family portrait (like the one given below) for your own self so that you can show it to children.

During Class:

Take children outside to collect leaves, sticks, etc. (If you wish to save some time, you can also ask them to pick some up on their way and bring it to class).

Give an A4 sheet to each child or let them use their drawing books. Show them your own family depiction (like the one given below). Tell them they will use the leaves and sticks to make their family members on the paper given to them.

Ask children to write the name of the member and how they are related.








Assessment Activity 1

Picture word association

1.E.L01 Associates words with pictures**NIPUN Competency** Vocabulary Development**Duration:** 30 Minutes**Type of Activity:** Individual**Resources:** Worksheet

Guide students on what they need to do:

Name the pictures in the home language. Next, say the English name of the pictures. Finally, match the pictures with their names.

	Bat
Alligator	
Ant	Apple
	
Ball	

Assessment Activity 2

Picture reading: Outing with friends

1.E.L02 Names familiar objects seen in the pictures

NIPUN Competency Vocabulary Development



Duration: 30 Minutes



Type of Activity: individual



Resources: Picture

Ask students to look at the picture given below and ask them the following questions:



- Are they friends?
- What are they doing?
- What are they carrying?
- What are they wearing?
- Which animal can you see?
- What else can you see?

Ask students to write the number of:

Huts
Bags
Leaves
Boys
Girls

Additional Suggestive Activities

- Poem Recitation with Action
- Spell the new words
- Fill in the blanks
- Matching Words with Pictures
- Short Answer Questions
- Writing simple antonyms

UNIT 2

Chapter: IT IS FUN

Activity 1

Recitation of rhyme with action

1.E.L05 Recites poems/rhymes with actions

NIPUN Competency Talking and Listening- Vocabulary Development



Duration: 15 Minutes



Type of Activity: Whole Class

Recite the following poem with actions and have your students repeat after you.

*Wash our hands, wash our hands, this is the way to wash our hands.
Comb our hair, comb our hair, this is the way to comb our hair!
Brush our teeth, brush our teeth, this is the way to brush our teeth.
Read our books, read our books, this is the way to read our books!
Carry our bag, Carry our bag, this is the way to carry our bag.
Go to school, go to school, this is the way to go to school!
Go to play, go to play, this is the way we go to play.
Give a smile, give a smile, this is the way to smile all day!*

After reciting the poem with actions a few times, tell the students you will read one line from the poem and they need to repeat it while doing the action that goes with it.

Pick random lines and observe how many children are able to understand and respond quickly with actions.

Activity 2 Heads or tails

1.E.L02 Names familiar objects seen in the pictures

NIPUN Competency Vocabulary Development



Duration: 30 Minutes



Type of Activity: Groups



Resources: Dummy coins and currency notes

Bring in a few coins to the class. Make groups of 4 and let children see what is made on the coin. Make sure children learn about:

- Which side of the coin is Head
- Which side of the coin is Tail
- How much money it represents (value)
- The symbol for rupee
- India written in English and Bharat in Hindi

Ask students what else they notice.

UNIT 2

Chapter: SEEING WITHOUT SEEING

Activity 1 Introducing myself

1.E.L012 Talks about self /situations/ pictures in English

NIPUN Competency Talking and listening



Duration: 40 Minutes



Type of Activity: Whole Class

- Keep a paper ball ready with you and ask your students to stand in a circle.
- Throw a paper ball to a random student. That student will introduce him/herself.
- Give them a structure.
 - My name is.....
 - I am..... years old.
 - I study in Class II
 - My favourite colour is.....

After a student has introduced himself/herself, they will throw the ball to another student and in the same way the second student will give his/her introduction. This activity will continue till all the students give their introduction.

Activity 2 Something special in everyone

1.E.L015 Writes simple words like fan, hen, rat etc.

NIPUN Competency Writing with Purpose



Duration: 10 Minutes



Type of Activity: Individual

Have a class discussion on how there is something special in everyone. Tell the children how you think they are special.

Let children think about one special quality in their friend or one in anyone in their neighbourhood. Once they have thought about it, they have to say-

“The special quality in _____ is that _____”

Let them write this in their notebooks in their own words. Next let them talk to their friend (at home or school) and neighbour (at home) and tell them: “I think your special quality is _____”

Assessment Activity 1 Comprehension activity

1.E.L07 Responds orally (in any language including sign language) to comprehension questions related to stories/poems

1.E.L08 Identifies characters and sequence of a story and asks questions about the story

2.E.L02 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)

NIPUN Competency Reading and Comprehension



Duration: 35 Minutes



Type of Activity: Individual



Resources: Picture, Worksheet with the story

Ask the students to read the story and narrate the story sequentially.

Lobsang's Story

Lobsang was a helpful boy. His mother sent him to the market to buy a lamp and a lock.

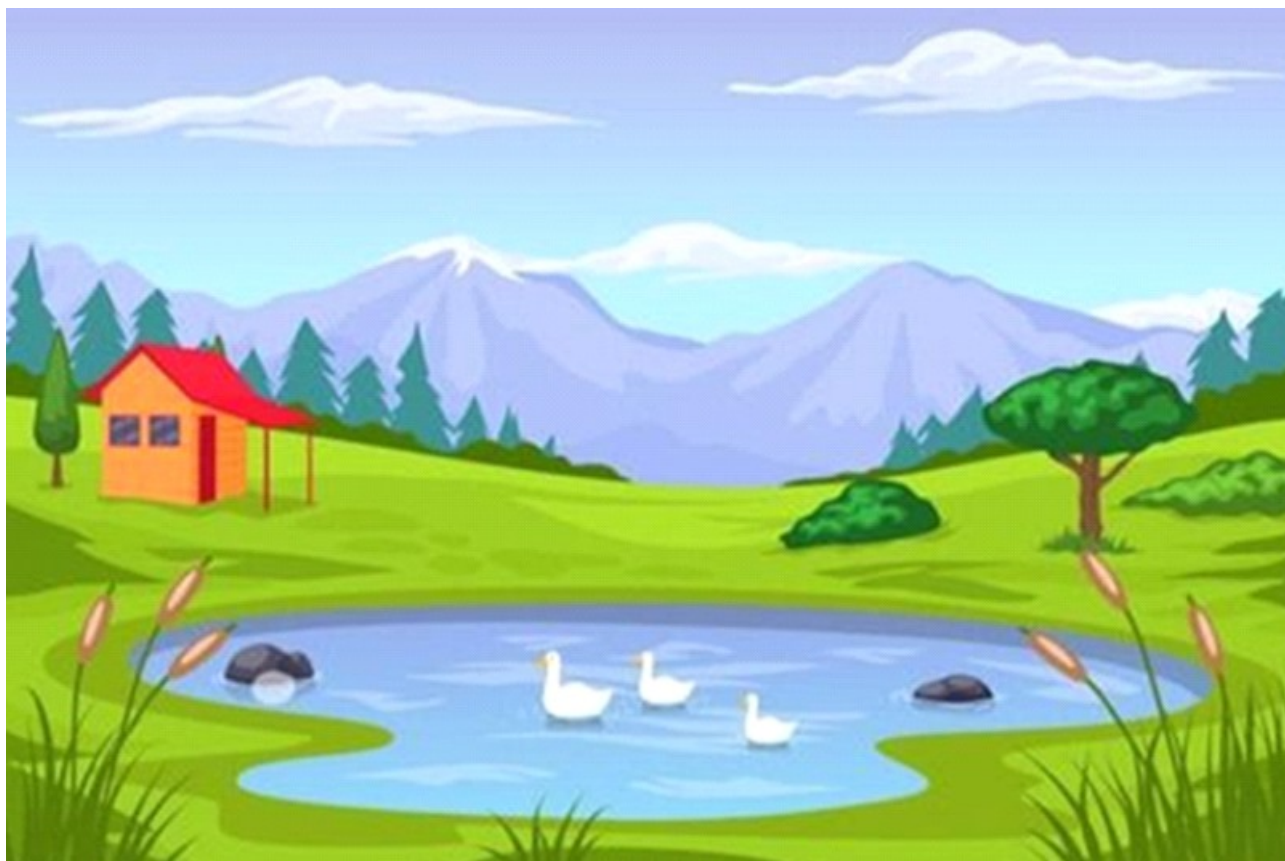
On the way, he lost the money. As he was looking for the lost money, he met a lady. She wanted to buy a lotus flower. She wanted to offer it to the Goddess she worshipped.

Lobsang took her to a lake nearby. He swam and got a lotus flower for her. The lady thanked him and bought him a lock and a lamp.

Ask students to answer the following questions in their notebooks:

- How was Lobsang?
- Why did Lobsang's mother send him to the market?
- Why did the lady want to buy the Lotus flower?
- Do you go to market? What do you buy from the market?

Look at the picture below. How many things can you identify? Write the names of any 5 things from the picture.



UNIT 3

Chapter: COME BACK SOON

Activity 26 Go statue

1.E.L09 Carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others

NIPUN Competency Talking and Listening



Duration: 5 Minutes



Type of Activity: Whole Class

Talk about statues to your students. Explain the meaning of the word 'statue'.

Next, tell them you are going to play a game called 'Statue' and explain the rules of the game:

1. You will move around the class/ground when I (the teacher) say "go!"
2. When I say "statue!", you will stop where you are and not move at all.

Observe the students to see whether they are able to follow the commands. Tell them that if any one of them misses the command then he or she will have to perform a funny action as decided by the classmates

(**Note:** Take care to ensure these actions do not amount to bullying or putting down a child).

Activity 32 My daily routine

1.E.L012 Talks about self /situations/ pictures in English

NIPUN Competency Talking and listening



Duration: 35 Minutes



Type of Activity: Group

Ask students some questions about their routine on a school day. These could include:

What do you do before coming to school?

What do you do at school?

What do you do after going back home?

Now ask them to form groups of 3. Give each group one of the three topics (before coming to school, during school and after going back home).

Ask each group to prepare the set of 5 actions that are done at the time of the day given to them.

Once each group is ready with their actions, they will present them to the class. The class has to guess the actions and the time of the day that group was working on.

Support students as required when they work in groups.

UNIT 3

Chapter: BETWEEN HOME AND SCHOOL

Activity 45 Word formation (CVC- 3 letter words, 4 letter words)

ECL2-4.10 Creates rhyming words based on the available text

1.E.L015 Writes simple words like fan, hen, rat, etc.

CG10 C10.3 Recognises all the letters of the alphabets (forms of Akshara) of the script and uses this knowledge to read and write words

NIPUN Competency Writing for purpose



Duration: 20 Minutes



Type of Activity: Individual

Letters

Ask students to form three- and four-letter words using the alphabets given below:

n

l

t

e

k

b

a

(Letters – o, u, b, c, m, p, s, l, h to be added to the list)

Activity 33 Labelling things in the classroom

1.E.L012 Talks about self /situations/ pictures in English

NIPUN Competency Talking and Listening



Duration: 40 Minutes



Type of Activity: Whole Class



Resources: Real Objects / Pictures

Name something in the classroom (for example, table, switch, chair, notebook, etc.). As you name it, students will point at it.

For each object you name, ask a few students to say a sentence about it and what it is used for.

Help them form the sentences in English.

You can also use pictures of common objects around them such as trees, birds, butterfly, flowers, pet animals, etc. and carry out the same activity using those.

UNIT 3

Chapter: THIS IS MY TOWN

Activity 9 Letter 'S'

1.E.L03 Recognises letters and their sounds A—Z

NIPUN Competency Sound Symbol Awareness



Duration: 5 Minutes



Type of Activity: Individual



Resources: Printouts of the passage in the activity

Give students the following passage and ask them to underline words beginning with 'S' and 's'.

Sonam went to the park to play. His friends were not there. He sat on the bench. The **sun** was about to **set**. "Cheep, cheep, cheep, cheep," chirped a sparrow. Sonam looked up. He saw a **snake** near the bench. The snake hissed. Sonam got **scared** but he **sat still**. The snake **slithered** away. Sonam **sighed** and ran back home.

Once students have completed the task, read out the passage to the class and lay emphasis on the 's' sounds.

Activity 20 Types of homes

1.E.L06 Draws, scribbles in response to poems and stories

NIPUN Competency Writing /drawing for self-expression



Duration: 25 Minutes



Type of Activity: Whole Class

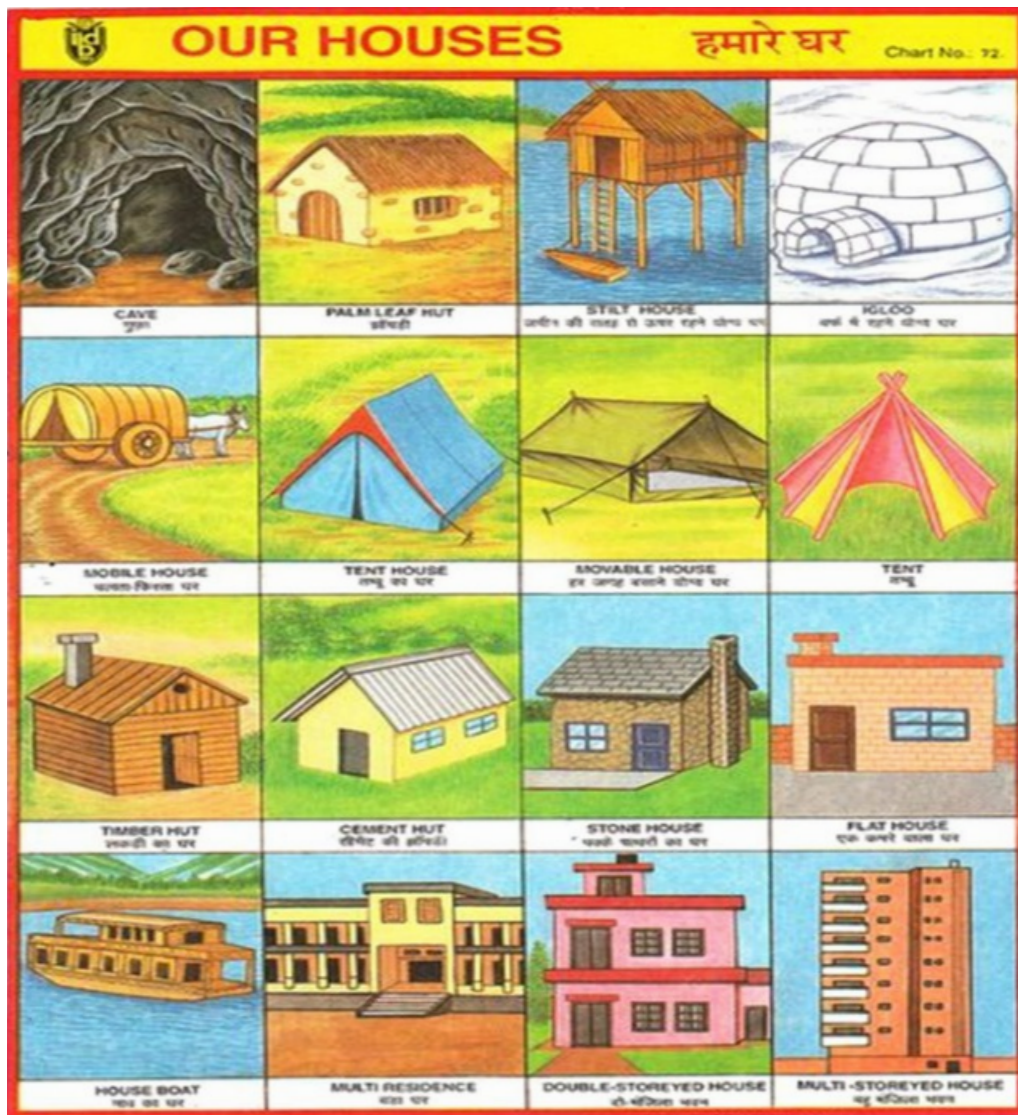


Resources: Picture Chart

Ask children what kind of houses they have seen. These could be huts, private ground floor homes, apartment buildings, etc.

Show pictures of different types of homes. Talk about how some homes are built according to the climate in a place.

Ask children to point at or draw a house which looks like their own. Let them display their drawings and talk about them.



Assessment Activity 8

Simon says

1.E.L09 Carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others

NIPUN Competency Talking and Listening



Duration: 20 Minutes



Type of Activity: Whole Class

Ask the students to stand in a circle.

Tell them there is an imaginary friend called 'Simon' who is visiting. But Simon keeps asking others to do things, and they must follow!

Tell students if you say "Simon says jump!", everyone must jump. However, if you only give a command without taking Simon's name, students should not do anything.

(Example: Simon says : Run in the circle . The students will run in the circle. But if the command says : Walk in a circle, the students will not follow that command as it is not in the name of Simon).

Observe how the children follow the commands. If there are children who have not understood the game, be sure to support them and help them understand.

Additional Suggestive Activities

- Poem Recitation with Action
- Spell the new words
- Fill in the blanks
- Short Answer Questions
- Making sentences from new words
- Completing words with blends like 'sh'
- Rearranging letters to form meaningful words

UNIT 4

Chapter: A SHOW OF CLOUDS

Activity 30 Draw the cloudy sky

1.E.L011 Listens to instructions and draws a picture

NIPUN Competency Writing with Purpose



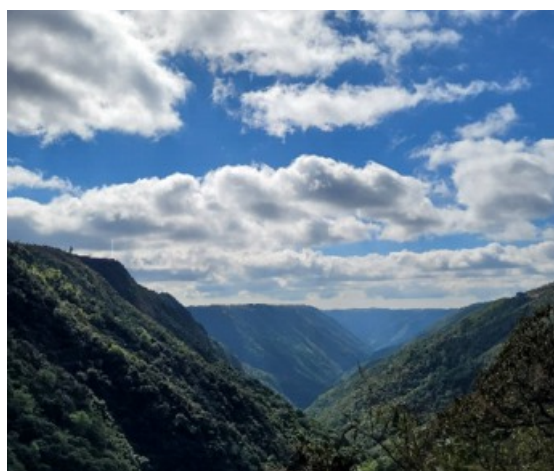
Duration: 25 Minutes



Type of Activity: Whole Class and Individual

Looking at Clouds

- Ask children if they know the meaning “Meghalaya”. Tell them the meaning and explain why it is the “abode of clouds”
- Take the children outside the classroom (only if it is not a rainy day) and tell them that they are going to observe something very special today.
- Make them sit quietly and look at the sky for 5 mins-7 minutes. Tell them to see if they can see clouds shaped like something they know.
- Take them back to class and ask them draw what they saw.



Activity 22 Letter ‘A’

1.E.L07 Responds orally (in any language including sign language) to comprehension questions related to stories/poems

NIPUN Competency Reading with Comprehension



Duration: 30 Minutes



Type of Activity: Whole Class



Resources: Photocopy of the story for the students

Narrate the story given below. Encourage students to read the story and reconstruct it in their own language using the English words of the objects starting with the letter ‘A’.

Letter-‘A’

Ampi, the alligator, lived in a river. He loved to bask in the sun. One day while he was lying under an apple tree, he heard a loud sound. He looked up, it was an aeroplane. “What a strange bird!”, he thought. He was about to sleep again when an ant walked inside his nose. “Aaaachoooo”, he sneezed. Just then a large bird dropped an apple on Ampi’s head. “Ah, that hurt, be careful!”, he yelled. He got up, went into the water and swam away.

Ask students the following questions after narrating the story:

- Q. What was the name of the alligator?
- Q. Where was the alligator lying?
- Q. What did he see when he looked up?
- Q. Write the name of the insect that walked inside the alligator’s nose.
- Q. Write the names of two objects starting with the letter A.

UNIT 4**Chapter: MY NAME****Activity 24 A trip to the forest**

1.E.L07 Responds orally (in any language including sign language) to comprehension questions related to stories/poems

1.E.L05 Draws, scribbles in response to poems and stories

2.E.L02 Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)

NIPUN Competency Reading with Comprehension

Duration: 40 Minutes



Type of Activity: Whole Class and Individual



Resources: Photocopy of the story for the students

Read the story and answer the questions below.

A Trip to the Forest

Darisha and Damut decided to go to a forest. They wanted to see a tiger. They took a tent, toffees, fruits, sandwiches, and a bag with tinned food and a thermos filled with hot tomato soup. They reached the jungle and took out sandwiches and fruit to eat. “Run away, the tiger will eat you. He is very hungry”, said a talking bird. Darisha and Damut looked in surprise at the talking bird. Just then, they heard a tiger roar. They picked up everything except fruits and sandwiches. They ran as fast as they could and stopped only after reaching home. The talking bird called the tortoise. They both ate the fruits and sandwiches.

- Ask students to answer the following questions in their notebook:
- Draw what Darisha and Damut took to the forest.
- Write ‘yes’ or ‘no’ Did. Tashi and Tenzin see:
 - Talking bird? (Yes/ No)
 - Tortoise? (Yes/ No)
 - Tiger? (Yes/ No)
- Write names of your classmates which begin with the letter D

Activity 27 Making puppets

1.E.L09 Carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others

NIPUN Competency Talking and Listening



Duration: 40 Minutes



Type of Activity: Groups



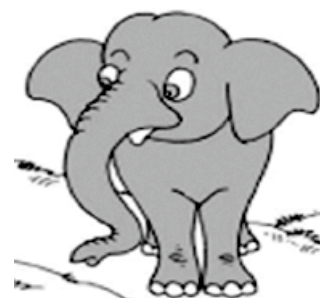
Resources: A4 sheets for each group, ice cream sticks, scissors, colours, glue or tape

Before class: Practice making two of each puppet before going to class and write simple instructions in local language for the same.

In class: Divide the class into two groups. Ask children to follow instructions to make puppets. Make those children who are able to follow the instructions easily the Leaders of the groups to help others. One group makes the dog puppets and other makes the elephant puppets.

Steps to make puppets –

1. Keep a white paper above the picture
2. Trace the pictures on white paper
3. Colour the pictures
4. Cut out with scissors
5. First make the puppet of the dog.
6. On the back of one dog picture, paste an ice cream stick.
7. Next on the ice cream side, paste the other picture of dog.
8. Your dog puppet is ready.
9. Now the picture of dog will be visible on both sides.
10. Do the same for the puppet of the elephant.



Meghalaya Learning Enhancement Programme

MATHS

Chapter 1

A day at the beach

Activity 1 Number hunt

2.M.L01.1 Reads and writes numerals for numbers up to 99

NIPUN Competency Numeral Recognition



Duration: 40 Minutes



Type of Activity: Pair

Pair up students and provide them with the worksheet containing a table of missing numbers. Alternatively, display it on the blackboard, involving students in the process. Instruct each pair to discuss and identify the missing numbers in the table.

1	2	3	4	5	.....	7	8	9	10
11	12	13	.....	15	16	17	18	19	20
21	.....	23	24	25	26	.....	28	29	30
31	32	.....	34	35	36	37	38	39	40
.....	.....	.....	44	45	46	47	.....	49	50
.....	52	53	.....	55	56	57	58	59	.....
61	62	63	64	.....	66	.....	68	69	70
71	72	.....	74	75	76	77	78	.....	.....
.....	82	83	84	85	.....	87	88	89	90
91	.....	93	94	.....	96	97	98	99	100

After completing the task, have each pair submit the work to you. If time allows, erase some additional numbers and challenge students to find the new missing ones collaboratively.

Activity 2 Counting bundles

2.M.L01.2 Uses place value in writing and comparing two digit numbers

NIPUN Competency Numeral Recognition



Duration: 40 Minutes



Type of Activity: Group



Resources: Matchboxes, toothpick boxes, small plastic spoons, paper napkin packets, or any similar item with approximately 100 pieces in each pack.

- Take matchboxes, toothpick boxes, small plastic spoons, paper napkin packets, or items with approximately 100 pieces in each pack. If other materials are unavailable, students may gather small sticks from the ground and place them on the teacher's table.
- Divide students into groups of 4, Give the materials to each group and ask them to count the items. Afterward, ask groups to divide the items into groups of 10. Once all groups finish, ask them to write in their

notebooks the following:

- Total number of items
 - Number of groups of 10 formed
 - Remaining materials that couldn't form a complete group.
- Explain the concept of tens, demonstrating it using the bundled and loose materials before them and writing the example on the board. Then ask each group to share with the whole class the total number specifying the numbers in the tens and ones place.

Activity 3 Understanding place value

2.M.L01.2 Uses place value in writing and comparing two digit numbers

NIPUN Competency Numeral Recognition



Duration: 20 Minutes



Type of Activity: Pair

Pair up students and ask them to identify the digits at the units and tens places in the given number.

Number	Expanded form	Tens	Ones
17	$10 + 7$	1	7
23			
54			
87			
45			
92			

Instruct them to write these digits in the designated columns.

Encourage pairs to exchange two-digit numbers with each other and continue practicing this skill.

Assessment Activity 1 Guess the number game

2.M.L01.1 Reads and writes numerals for numbers up to 99

NIPUN Competency Number Recognition



Duration: 20 Minutes



Type of Activity: Individual

- Instruct the class to prepare their notebooks and pens/pencils.
- Demonstrate writing a number in the air using hand gestures and prompt students to identify the number.
- Proceed to write 10 two-digit numbers in the air with your finger, asking each student to guess and record the numbers in their notebooks.

- Write all the numbers on the blackboard that were illustrated in the air and have the students assess how many guesses were correct.

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Assessment Activity 2 Counting in group

2.M.L01.1 Reads and writes numerals for numbers up to 99

NIPUN Competency Number Recognition



Duration: 30 Minutes



Type of Activity: Group



Resources: Pencils and books

Divide the class into groups of five and assign each group the tasks listed below.

Task	Assignment	Result
Task - 1	Ask students to gather in their group with their pencils. Take turns to count how many pencils each of them has. Write down the number of pencils each friend has. Write the total number of pencils in the group.	
Task - 1	Ask students to take any three books in their respective groups. a. Count the number of pages in each book b. Count total number of pages in all the three books c. Take any 5 pages from any of the books and find number of words in these pages.	

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 2

Shapes around us

Activity 1 Exploring shapes at home

2.M.L01.2 Describe 3D and 2D shapes with their observable characteristics

NIPUN Competency 2D and 3D Shapes



Duration: 40 Minutes



Type of Activity: Individual

Ask students to imagine being at home, close your eyes, and picture the items listed below. Identify the shapes of these objects in your mind.

(Example - Rectangle, Square, Cuboid, Circle)

Object	Shape
Mathematics textbook	
Paper of your notebook	
Water bottle	
Clock	
Door	
Glasses of spectacles	
Chapatti	
Tiffin	

Activity 2 Drawing and naming shapes - 1

2.M.L02 Describe 3D and 2D shapes with their observable characteristics

NIPUN Competency 2D and 3D Shapes

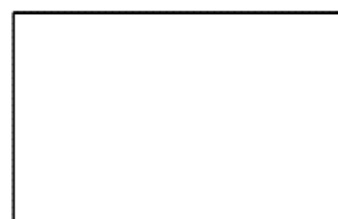
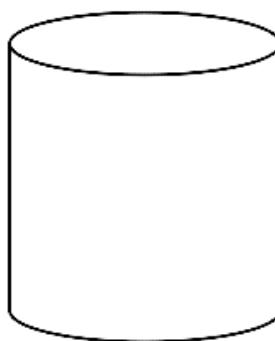
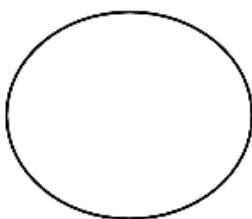
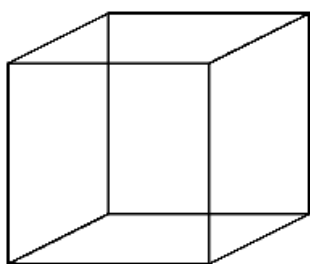
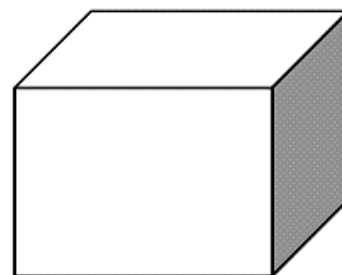
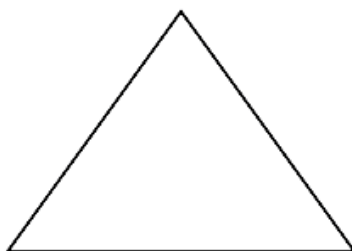
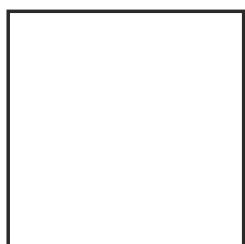


Duration: 30 Minutes



Type of Activity: Individual

Draw the following shapes on the blackboard and ask students to draw, colour and write the names of the shapes in their notebooks.



Activity 3 Drawing and naming shapes - 2

2.M.L02 Describe 3D and 2D shapes with their observable characteristics

NIPUN Competency 2D and 3D Shapes



Duration: 30 Minutes



Type of Activity: Individual

Ask students to Name, Draw and Colour two objects for each of the shapes:

Circle, Rectangle, Square, and Triangle.

Assessment Activity 1

Identifying shapes in surroundings

2.M.L02 Describe 3D and 2D shapes with their observable characteristics

NIPUN Competency 2D and 3D Shapes



Duration: 30 Minutes



Type of Activity: Individual

- Instruct the class to prepare their notebooks and pens/pencils.
- Ask them to create the following table and to write five objects of the given shape present in their surroundings.
- Provide some examples to help them understand.

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps.

Shape	Object-1	Object-2	Object-3	Object-4	Object-5
Rectangle				A-4 paper	
Square					
Triangle					
Cuboid	Pencil box	Book			
Cylinder					
Cone			Birthday Cap		

Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Assessment Activity 2

Recognise shapes in the surroundings

2.M.L02 Describe 3D and 2D shapes with their observable characteristics

NIPUN Competency 2D and 3D Shapes



Duration: 20 Minutes



Type of Activity: Group

- Divide the class into groups of five.
- Show or Draw images of 2D and 3D objects like bricks, matchboxes, glass, and pieces of paper on the black board.
- Instruct students to recognize and categorize the 2D and 3D shapes from the provided pictures.

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 3

Fun with numbers

Activity 1 Number construction

2.M.L01.2 Uses place value in writing and comparing two digit numbers

NIPUN Competency Sense of Order



Duration: 40 Minutes



Type of Activity: Group and Whole Class

- Divide the class into groups of five
- Write random single-digit numbers like 3, 5, 7, 9, 2 on the blackboard.

Phase 1: Two-digit Creation

- Challenge each group to create as many two-digit numbers as possible using the given single digits.
- Discuss with the whole class and compare the number of two-digit numbers each group forms.

Phase 2: Restricted Tens Place

- With the set of numbers from 1 to 9 instruct groups to form two-digit numbers again, with the restriction that 3, 5, 6, 9 can only be used in the tens place.
- Discuss with the whole class the total count of two-digit numbers created by each group now as compared to the previous phase.

Phase 3: Restricted Ones Place

- With the same set of numbers from 1 to 9, ask groups to create two-digit numbers, this time with 3, 5, 6, 9 restricted to the ones place (or not allowed in the tens place).
- Discuss with the whole class the total count of two-digit numbers created by each group now as compared to the previous phase.

Feel free to adjust the numbers and repeat the activity for enhanced learning. This exercise may require one or two additional rounds for full student engagement and understanding.

Activity 2 Counting objects together

2.M.L01.2 Uses place value in writing and comparing two digit numbers

NIPUN Competency Sense of Order



Duration: 30 Minutes



Type of Activity: Group

- Begin by distributing objects such as marbles, pebbles, or rolled-up pieces of paper among the students.
- Instruct them to count the number of items they each have.
- Pair the students and have each pair combine and count their objects, noting the total.
- Identify which pair has the largest number of items and discuss the difference between the highest and the second-highest totals. Pose additional questions to deepen their understanding.
- Further extend the activity by grouping the students into trios and repeating the counting process, encouraging them to observe the changes in total counts and to engage in discussions about their findings.

Activity 3 Navigating extremes

2.M.L01.3 Forms the greatest and smallest two digit numbers (with and without repetition of given digits)

NIPUN Competency Sense of Order



Duration: 30 Minutes



Type of Activity: Pair

- Pair students and allocate each pair four different digits.
- Instruct them to use these digits to create the largest possible two-digit number.
- Next ask them to create the smallest possible two-digit number.
- Emphasize that repetition of digits is allowed in both cases.
- Engage students in a discussion about the strategies they used to form the largest and smallest numbers.

Assessment Activity 1 Skip the numbers by 2

2.M.L01.2 Uses place value in writing and comparing two digit numbers

NIPUN Competency Sense of Order



Duration: 20 Minutes



Type of Activity: Pair

- Pair up students and provide them with the worksheet containing a table of missing numbers. Alternatively, display it on the blackboard, involving students in the process.
- Instruct each pair to discuss and ask them to identify the missing numbers in the table.

2	4		8		12	14
	18	20		24	26	28
30	32		36		40	42
44	46	48		52	54	
			64	66	68	
	74				82	84
86		90	92		96	98

You can make additional worksheets for students to practice.

- If majority students are struggling as them to skip counting by 2 and fill the boxes.

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 4

Shadow story

Activity 1 Continue the pattern

1.M.L07 Observes, extends and creates patterns of shapes and numbers

NIPUN Competency Pattern

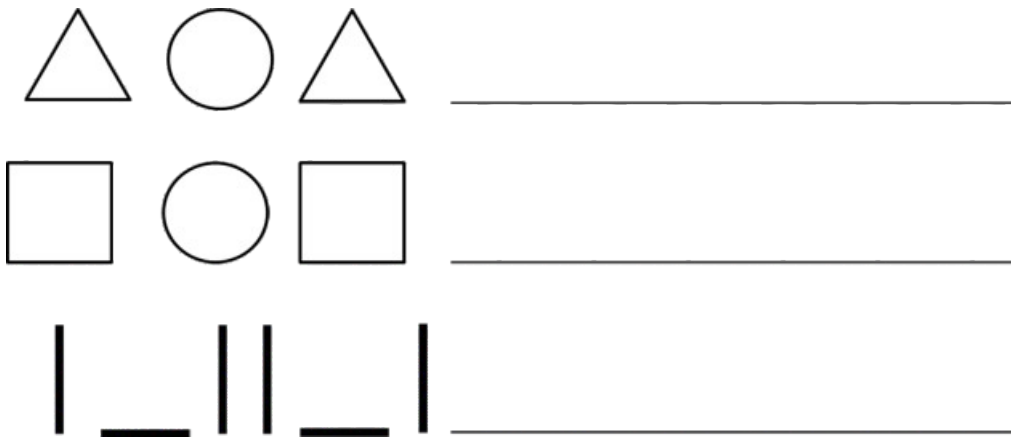


Duration: 15 Minutes



Type of Activity: Pair

- Pair up students and provide them with the worksheet containing the following pattern. Alternatively, display it on the blackboard, involving students in the process.
- Instruct each pair to discuss to draw the patterns in their notebooks and continue the pattern in right order.



Activity 2 Sketching shapes and counting sides

2.M.L02 Describe 3D and 2D shapes with their observable characteristics

NIPUN Competency 2D Shapes



Duration: 30 Minutes



Type of Activity: Individual

- Guide students to draw the following shapes – square, rectangle, and triangle.
- Afterward, direct them to determine and record the total number of sides and edges for each shape.

Square	Rectangle	Triangle
No. of sides: _____	No. of sides: _____	No. of sides: _____
No. of edges: _____	No. of edges: _____	No. of edges: _____

- To add an element of fun, encourage students to colour each shape with different colours.

Activity 3 Comparing shapes

2.M.L02 Describe 3D and 2D shapes with their observable characteristics

NIPUN Competency 2D and 3D Shapes



Duration: 30 Minutes



Type of Activity: Individual

- Guide students to draw the following shapes – Rectangle and Cuboid
- Next direct them to determine and write the difference between the two figures.

Rectangle	Cuboid
1. _____ 2. _____	3. _____ 4. _____

- Similarly, repeat the exercise for Square and Cube, Circle and Sphere, and Triangle and Cone.

Assessment Activity 1 Identify the shapes

2.M.L02 Describe 3D and 2D shapes with their observable characteristics

NIPUN Competency 2D Shapes

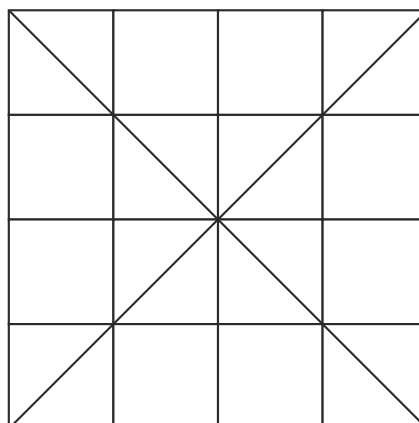


Duration: 30 Minutes






Type of Activity: Individual

- Draw the following structure on the blackboard.



- Pair up students and ask each pair to count the number of each shape present in the figure and tabulate as shown:

Shapes	Count
	
	
	

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 5

Playing with Lines

Activity 1 Understanding lines

2.M.L02.2 Distinguishes between straight and curved lines

NIPUN Competency Shapes (Straight Lines and Curved lines)



Duration: 15 Minutes



Type of Activity: Pair

- Draw the following structure of a home and a car on the blackboard.
- Pair up students.
- Ask them to draw the figures in their notebooks and write down the number of Curved lines, Slanting lines and Straight lines in each.



Activity 2 Create your own line patterns

2.M.L02.3 Draws/ represents straight lines in various orientations (vertical, horizontal, slant)

NIPUN Competency Pattern

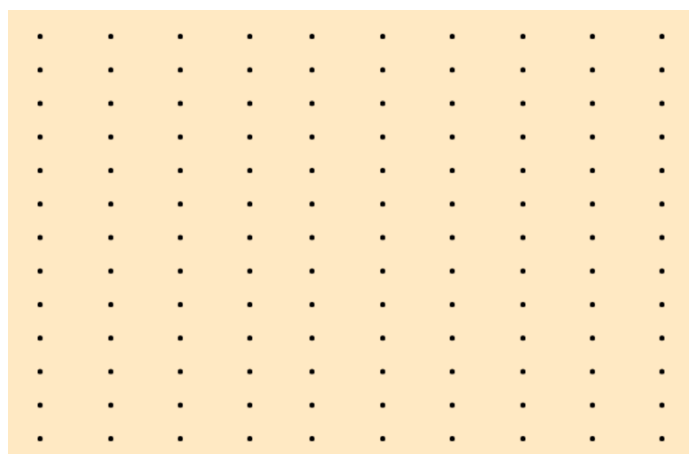


Duration: 15 Minutes



Type of Activity: Individual

- Instruct the class to prepare their notebooks and pencils.
- Demonstrate on the blackboard how to place dots across a page in their notebooks, as shown.



- Once students have created their own worksheets, ask them to create their own patterns using Straight, Curved and Slanting lines. For example:



Activity 3 Exploring lines in names

2.M.L02.3 Draws/ represents straight lines in various orientations (vertical, horizontal, slant)

NIPUN Competency Shapes (Straight Lines and Curved lines)



Duration: 20 Minutes



Type of Activity: Individual

- Encourage students to write their names using slanting lines, horizontal lines, and vertical lines.
- Instruct them to create a table, recording the total number of each type of line used in their names.
- As they become comfortable with the activity, suggest they try writing the names of family members and friends using various lines.

Assessment Activity 1 Drawing and counting lines

2.M.L02.3 Draws/ represents straight lines in various orientations (vertical, horizontal, slant)

NIPUN Competency Shapes (Straight Lines and Curved lines)



Duration: 30 Minutes



Type of Activity: Individual

- Instruct students to sketch any five figures employing slanting lines, vertical lines, and horizontal lines.
- Have them count each type of line within each figure and record the respective numbers beneath the figure.
- Next, ask them to identify and emphasize the figure that boasts the highest count of slanting lines, vertical lines, and horizontal lines.

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 6

Decoration for festivals

Activity 1 Learn with pebbles

1.M.L03.3 Solves day-to-day problems related to addition and subtraction of numbers up to 9

NIPUN Competency Addition, Subtraction



Duration: 30 Minutes



Type of Activity: Whole Class and Pair



Resources: Pebbles

Phase 1: Pebble Gathering

- Bring pebbles to the classroom.
- Instruct each student to grab two handfuls of pebbles and count the total they can hold in one attempt.
- Discuss with the class and Identify the student with the highest number of pebbles and the one with the lowest.

Phase 2: Pebble Comparison

- Pair up students and have them find out the number of pebbles their peers have gathered.
- Ask them to write down in a piece of paper the following Count:
 1. Who has more pebbles,
 2. The total number of pebbles with them, and
 3. The difference in quantities.

Activity 3 Exploring numbers

2.M.L01.4 Solves simple daily life problems/ situations based on addition of two digit numbers

NIPUN Competency Addition, Subtraction



Duration: 30 Minutes



Type of Activity: Group

- Organize the students into groups of four.
- Present the following table to each group or display it on the blackboard. Encourage the groups to analyse the table and observe the patterns, such as:
 - 24 is 4 more than 20.
 - 27 is 7 more than 20.
 - 36 is 9 more than 27.
 - Adding 9 to 36 results in 45.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Guide the groups to formulate similar questions based on the patterns observed.
- Encourage them to discover their own patterns, and then share these discoveries with the class.

Activity 5 Number box hop: Learning through movement

2.M.L01.4 Solves simple daily life problems/ situations based on addition of two digit numbers

2.M.L01.5 Solves simple daily life problems/ situations based on addition of two digit numbers

NIPUN Competency Addition, Subtraction



Duration: 40 Minutes



Type of Activity: Whole Class or Group

- Create a line of square boxes on the floor using chalk, ensuring each square is large enough to accommodate a child. This activity can be set up in the classroom, corridor, or playground.
- Design the layout to include 9 additional boxes beyond the total count of students in the class. If the Class size is big do the activity in small groups. Involve the students in the box-making process for added engagement.
- Number each box in sequential order. For example, if the class consists of 32 students, prepare 41 boxes (32 students + 9 extra) numbered from 1 to 41.
- Instruct each student to occupy a box, leaving the last 9 boxes empty to facilitate movement towards the end of the sequence.
- Announce a number between 1 and 9, prompting students to move forward by the corresponding number of boxes, then have them announce their new position.
- After each round, students should return to their initial position. Repeat the process with varying numbers for 5 to 6 rounds, facilitating understanding and enjoyment of number sequences and movement.
- Similarly, instruct each student to occupy a box, leaving the first 9 boxes empty to facilitate movement towards the start of the sequence.
- Announce a number between 1 and 9, prompting students to move backward by the corresponding number of boxes, then have them announce their new position.
- Encourage keeping the numbered boxes available for future games, allowing students to initiate the activity independently, fostering both physical activity and numerical learning.

Assessment Activity 1

Count the pebble pick

2.M.L01.5 Solves simple daily life problems/ situations based on addition of two digit numbers

NIPUN Competency Addition, Subtraction



Duration: 30 Minutes



Type of Activity: Whole Class and Individual

- Place exactly 20 pebbles in a container on your table.
- Invite students individually to take a few pebbles from the container.
- After each student's turn, request them to declare the number of pebbles they have taken.
- Engage the entire class by posing the question, "Can you figure out how many pebbles should be left in the container?"
- Encourage students to record their responses in their notebooks.
- Confirm the answer by having another student verify the count, and ask the class to raise their hands if they got it right.
- Repeat the activity, ensuring enthusiastic participation from all students.

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 7

Rani's gift

Activity 2 Exploring measurements with footsteps

2.M.L03 Estimates and measures length/distances and capacities of containers using uniform non-standard units

NIPUN Competency Length, Mass and Volume



Duration: 20 Minutes



Type of Activity: Whole Class

- Randomly select 4 students from the class.
- Instruct students to measure the length and breadth of the classroom using their footsteps one by one and ask them to write their name and the corresponding measurements on the board.
- After completing the measurements, engage the class in a discussion to compare the results. Ask if everyone obtained the same measurements.
- If the measurements vary, explore the potential reasons for these differences with the class.
- Discuss how uniform measurements can be achieved. What steps should be taken to ensure consistency in measurement?

Activity 3 Comparing capacities

2.M.L03 Estimates and measures length/distances and capacities of containers using uniform non-standard units

NIPUN Competency Length, Mass and Volume



Duration: 20 Minutes



Type of Activity: Whole Class



Resources: A Bucket and 2 cups with same volume but different shapes

- Gather a bucket and two utensils with the same volume but differing shapes (e.g., a taller cup and a shorter but wider one).
- Prompt students to predict which utensil they believe will fill the bucket faster.
- Proceed to fill the bucket using both utensils by engaging 2 students.
- Engage the class in a discussion about the observed results and encourage them to draw conclusions, such as both utensils taking a similar amount of time due to having the same volume.
- Encourage students to share their initial expectations, reasons for their choices, and any confusion they might have had during the activity.

Activity 4 Measuring books with pencil

2.M.L03 Estimates and measures length/distances and capacities of containers using uniform non-standard units

NIPUN Competency Length, Mass and Volume



Duration: 20 Minutes



Type of Activity: Pair

- Pair up students.
- Ask them to select three textbooks and use a pencil to measure the length of each book.
- Ask them to write the measurements to determine which book is the largest among the three.

Assessment Activity 1 Measuring textbooks

2.M.L03 Estimates and measures length/distances and capacities of containers using uniform non-standard units

NIPUN Competency Length, Mass and Volume



Duration: 20 Minutes



Type of Activity: Individual

- Ask each student to measure the length and breadth of their Mathematics textbooks using a pencil.
- Next, ask them to measure the textbook with a scale.
- Discuss variations in measurements among students and assess whether the students understand measurement using both standard and non-standard units.

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Chapter 8

Grouping and sharing

Activity 1 Multiplication bingo

3.M.L01.4 Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations

NIPUN Competency Multiplication, Division



Duration: 30 Minutes



Type of Activity: Individual

- Ask each student to draw a 5x5 grid on their paper.
- Instruct students to fill their grid randomly with numbers that you announce (Prompt the numbers from the below grid)

4	8	2	6	12
10	9	18	3	24
27	40	16	12	36
14	16	21	28	14
18	20	15	30	32

- Once the class has prepared the game, start announcing random multiplication fact from multiplication table of 2, 3 and 4 (e.g., 4×5)
- Students solve the fact using repeated addition (e.g., $4+4+4+4+4=20$) and they circle or mark the number.
- The first student to get five circled numbers in a row (horizontally, vertically, or diagonally) shouts "Bingo!" and wins the round.
- Confirm the win by quickly reviewing the circled multiplication facts.
- Encourage multiple rounds to engage all students, using different multiplication facts each time.

Activity 3 Multiplication chain

3.M.L01.4 Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations

NIPUN Competency Multiplication, Division



Duration: 30 Minutes



Type of Activity: Whole Class

- Have students sit in a circle.
- Start with any number between 1 and 10. This will be the first number of your multiplication fact.
- The first student says another number between 1 and 10.
- The next student must say the product of those two numbers.
- The following student starts with a new multiplication fact by saying another number, and the sequence continues.

- If a student gives an incorrect answer, the next student can correct it, and then the game resumes with a new fact.

Example:

Teacher starts with "5".

First student says "3".

Next student says "15".

Following student starts a new fact with "6", and so on.

Activity 4 Division fact race

3.M.L01.6 Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.

NIPUN Competency Multiplication, Division



Duration: 30 Minutes



Type of Activity: Group

- Divide the class into two or more teams, depending on the class size.
- Write a division fact on the board, such as $20 \div 4$.
- The first student from each team comes to the board and writes the first step of converting the division fact into repeated subtraction (e.g., $20 - 4$).
- The next student from the team continues by subtracting again from the result (e.g., $16 - 4$), and so on.
- This continues until the subtraction results in 0. The team that correctly completes the repeated subtraction first, showing how many times the divisor was subtracted, wins the point for that round.

Assessment Activity 1 Multiplication with repeated addition

3.M.L01.4 Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations

NIPUN Competency Multiplication, Division



Duration: 20 Minutes



Type of Activity: Individual

- Call out or write down a series of multiplication facts on the board (e.g., 3×4 , 5×2 , 2×6).
- Instruct students to solve each multiplication fact using the concept of repeated addition. For example:
 - 3×4 can be solved as $4 + 4 + 4$.
 - 5×2 can be solved as $2 + 2 + 2 + 2 + 2$.
 - 2×6 can be solved as $6 + 6$.
- Ask students to write down or draw the repeated addition expressions for each multiplication fact in their notebooks.

Note: Identify individuals who encounter difficulty and provide additional support to address their gaps. Encourage those who can complete tasks independently to collaborate with peers who may require minimal assistance. Utilize previously covered activities as supplementary exercises to aid students in reviewing and comprehending the material.

Level 3 (L3): Solves problems independently

Name of the School	UDISE
Block	District
Name of the Teacher	Assessment Date

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