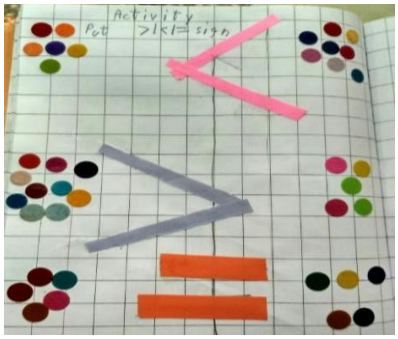
Std I

Comparison of Numbers

Children were asked to compare the given numbers and make >/</= sign by using marble paper stripes.



Before/ After/Between Numbers..

Here the students were asked to pick up chits having numbers written on it and stick in their Maths note book . Then they were asked to write the before/after/between numbers as per the number written on their chits.

Ordinal Numbers..

Children were given Animal Masks and a running race was conducted to find the position of each animal.

Place Value

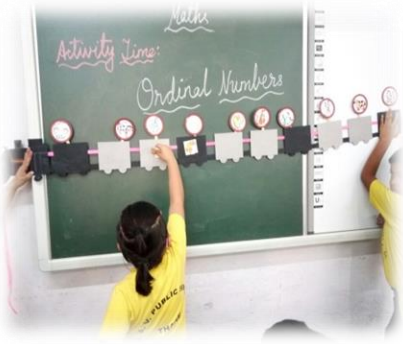
An Abacus tool was drawn in the stilt area and children were asked to stand on tens and ones rod to show the given number .

Std II

Comparison of numbers [Alligator's mouth] --
The activity was conducted for the students to learn the comparison of numbers i.e.>, < or =. A pair of numbers was given to each child. As they know the alligator's mouth will open towards the bigger number, students participated enthusiastically in comparing the numbers. The activity went on well.

Abacus
Children were told to pick chits with numbers written on them. Then the children were told to pick up the beads and place them according to the numbers given on the chit. Children eagerly participated in the activity.

Ordinal numbers
The activity was conducted to reinforce the concept of ordinal numbers [position of numbers] among the students. A train boggie with different pictures of animalswere given. According to the instructions given by the teacher, students were able to place the animal in the appropriate bogie. All the students enjoyed the activity.



Addition song
A song on addition was taught to the students with the help of a musical instrument to further strengthen the understanding of addition. Children took pleasure in learning addition in a play way manner effortlessly.

STD V

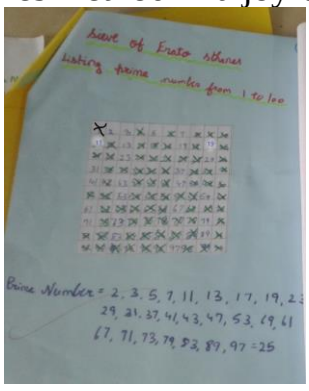
1. ACTIVITY (A)- FINDING PRIME NUMBERS THROUGH SIEVE OF ERATOSTHENE

First generate a list of numbers from 1 to 100

- 1 IS NEITHER A PRIME NUMBER NOR A COMPOSITE NUMBER
- The second number in the list is 2. Cross out every 2nd number in the list after 2 by counting up from 2 in increments of 2 (These will be all the multiples of 2 in the list)
- The next number in the list after 2 is 3. Cross out every 3rd number in the list after 3 by counting up from 3 in increments of 3 (These will be all the multiples of 3 in the list)
- The next number not yet crossed out in the list after 3 is 5. Cross out every 5th number in the list after 5 by counting up from 5 in increments of 5 (These will be the multiples of 5)
- The next number not yet crossed out in the list after 5 is 7. The next step would be to cross out every 7th number in the list after 7, but they are all already crossed out at this point, as these numbers (14, 21, 28) are also multiples of smaller primes.
- The numbers not crossed out at this point in the list are all the prime numbers below 100

OUTCOME

Students learnt that there are 25 prime numbers present between number 1 to 100 through the sieve of Eratosthenes method in a joyful way.



ACTIVITY 1 (B)- FINDING LCM BY 10X10 GRID

- Make a 10 x 10 grid
- Put circle around all the multiples of 3 with particular colour.
- 3, 6,9,12,15, ……..99
- Put square around all the multiples of 4 with particular colour
- 4,8,12,16,20,24,28,……..96
- Put triangle around all the multiples of 6 with another colour.
- 6, 12, 18,24,30,36,42,48,54,60,66,72,78,84,90,96
- Numbers which are highlighted by all the three shapes are the common multiples of 3, 4 and 6.
- Common multiples of 3,4 and 6 from the grid = 12,24,36,48,60,72,84,96
- LCM of 3 ,4 and 6 = 12
- **OUTCOME** Students were able to mark the multiples of three different numbers and also identify LCM of them in play way method.

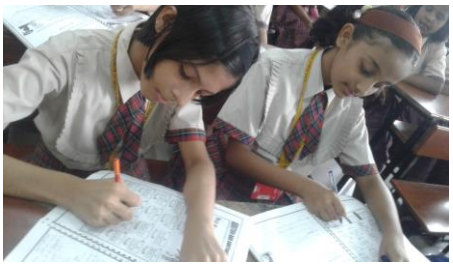
2. ACTIVITY - ADDITION AND SUBTRACTION OF DECIMAL NUMBERS

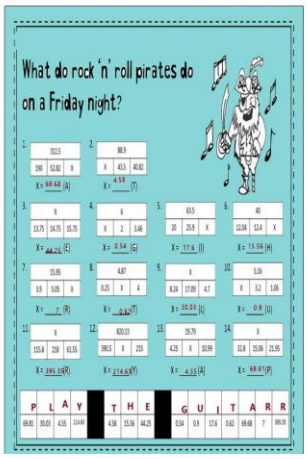
1. A box is divided into two compartments. Top compartment is a single compartment and the down is divided into three portions.
2. Sum of the numerals present in all three portions in the down compartment is denoted in the upper single compartment.
3. So, wherever the 'X' is mentioned the answer to be found out.

4. E.g in 1st problem the two numbers present in the down compartment is added and subtracted from the top one.
5. Whereas in 3, the sum of three numbers are added and gives the answer which has to be written in the top compartment.
6. Then the alphabet mentioned near each answer is written by matching the decimal numbers given in the box.
7. Finally, the act of Rock and Roll pirates will be found.

OUTCOME

Students will be able to solve the addition and subtraction problems and they drive at the answer for the puzzle: “PLAY THE GUITARR”.





STD : VI MATHEMATICS ACTIVITIES

ACTIVITY 1 : Properties of point and line

Children are asked to mark a point on the marble paper and make many creases in such a way that they pass through the point.

Two points are marked on another marble paper and a crease is made passing through the two points.

Learning outcome : Through this activity children learn that an unlimited number of lines can be drawn passing through a given point in a plane. They also learn that only one line can be drawn passing through two given points in a plane.

ACTIVITY 2 :Addition of integers

Children are asked to mark positive integers with red dots and negative integers with black dots. Integers are added based on the colour of dots(same or different).

Learning outcome : Children learn the concept of addition of integers by play way method.