Understanding Mathematics

Student's Activity Book for Class PP

Name: .....

Section: .....

School: .....

Department of School Education
Ministry of Education and Skills Development
Royal Government of Bhutan
Thimphu

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INTRODUCTION

This **Student's Activity Book for Class PP** is to be introduced in the schools from the year 2011, along with the new Mathematics Teacher's Guide for the same class. The term "Activity Book" is simply a change from the term "workbook". They mean the same. Even though we would be more familiar and used to the latter term, the former is a more suitable educational term now.

This **Student's Activity Book for Class PP** in mathematics is expected to fulfill the long desired need of such a book. This is something that the teachers have been expressing a wish for during the last several years even with the old mathematics curriculum.

The content organization of the **Activity Book** is reflective of that of the Teacher's Guide, in terms of the Chapter names and their listings. However, you will notice that Chapter 6 (Data Management), as it appears in the Teacher's Guide, is missing in the Activity Book. This is because there really was no appropriate paper-and-pencil activity with this particular chapter, at least for this first edition.

The mathematics curriculum emphasizes hands-on, practical, communication and reasoning intensive classroom activities often intended for group or pair-based engagement. It espouses students' capacity including: to discover ideas (and the need to be interested in discovering ideas); to deepen their reasoning skills; to build on their intuition; to arrive at common generalizations; and to create (or recreate) knowledge. The Teacher's Guide will aid the teachers in carrying out this curricular intention. The activities in the Activity Book, albeit paper-and-pencil based, are designed to support the activities suggested in the Teacher's Guide.

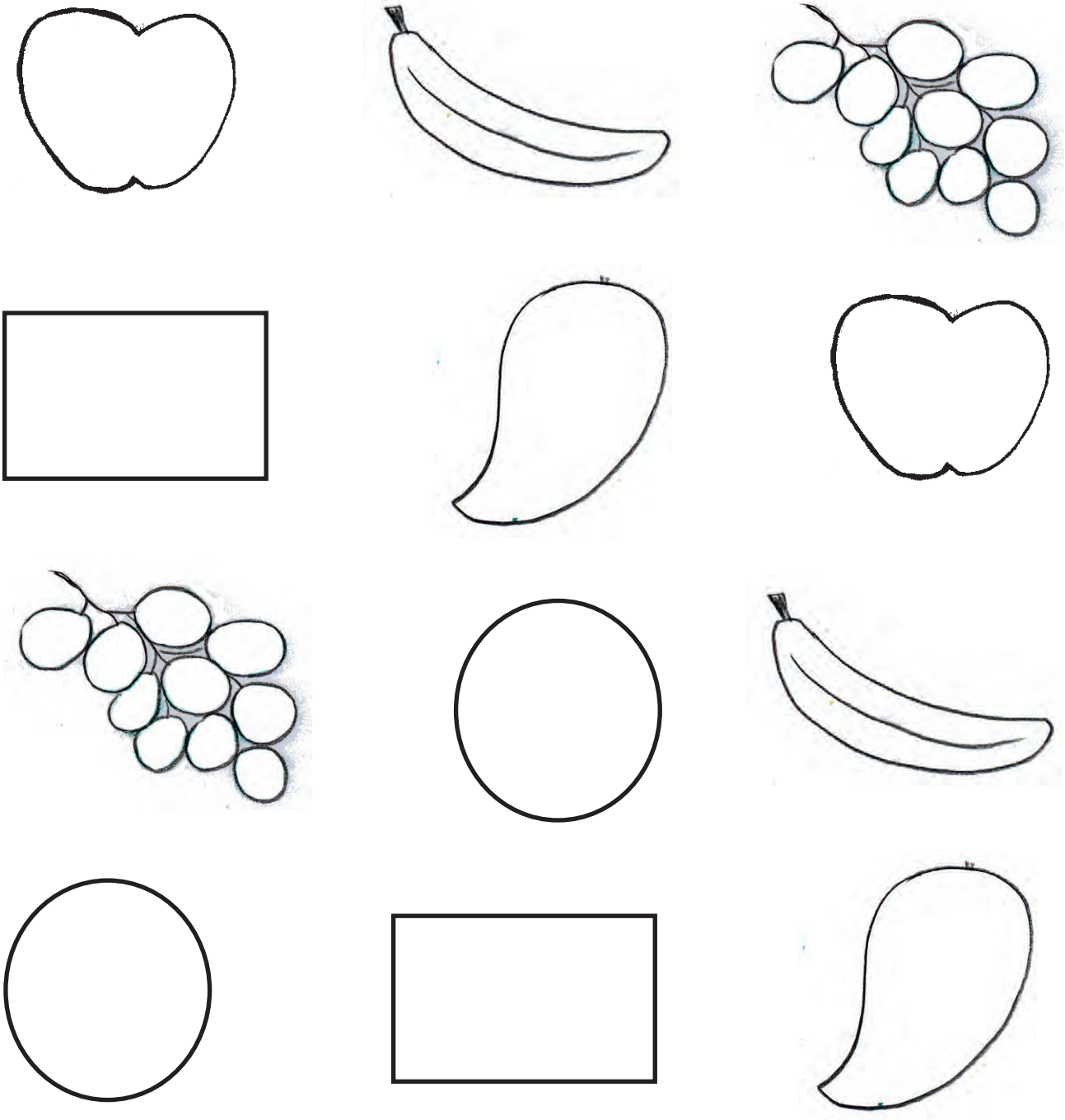
Following are some pertinent points related to this activity book and its intended manner of use.

- The activities serve as an extension of and support of the normal classroom activities. They cannot replace the real activities mentioned or suggested in the guide book.
- The activities for each chapter are generally intended for use further along or at the end of teaching the chapter, rather than at the outset.
- The students should normally do and complete the activities during the class hours under the close guidance of the teacher.
- Considering the general students' language proficiency at this level, the teacher would need to explain most of the instructions for the activities, even though they are written in a concise and easy to understand manner.
- The teacher should delve the students into verbal discussions on the activities to extend beyond simply completing the activities, wherever possible and appropriate. Many of the activities have this opportunity inherent in them. For example, once a student has done a matching activity, the teacher can ask why and how he or she did the matching.
- Some of the activities could be done in more than one valid way, depending on how the students reason with the problem. That is why it would be important to ask the students for their reasons, where appropriate.
- The **Teacher's Remark(s)** space, provided below each activity, is intended to provide a space in which the teacher may record any useful and interesting anecdotes concerning the child and the particular activity. The anecdotal records could also help the teacher in assessing the student's learning. The space could also be used to communicate messages to the parents and caregivers of the child.
- The Reproducible pages at the end of the book would serve as ready material resources for some of the activities in the Teacher's Guide requiring them.
- The Summative Assessment Recording Sheets included at the end of the book are meant for the teacher to record the student's understanding and achievement of the learning goals for each chapter assessed through the means of Interview-based Performance Tasks. The teacher could remove these sheets from the book and maintain them in separate files for the student's assessment records.
- There is no assumption that this Activity Book, beside the Teacher's Guide, would be sufficient as a programme of studies for mathematics in class PP. The teacher is encouraged to go beyond what is presented here to make additional activity sheets for the students, as needed.

The Primary Mathematics Section, REC, would welcome comments and feedback from teachers and other users of this Activity Book that may contribute to its improvement. We wish success and enjoyment in the teaching and learning of mathematics for teachers and students.

Trashi Delek.

Colour the same picture with the same colours.



Teacher's Remark(s):

Teacher's Signature and Date:

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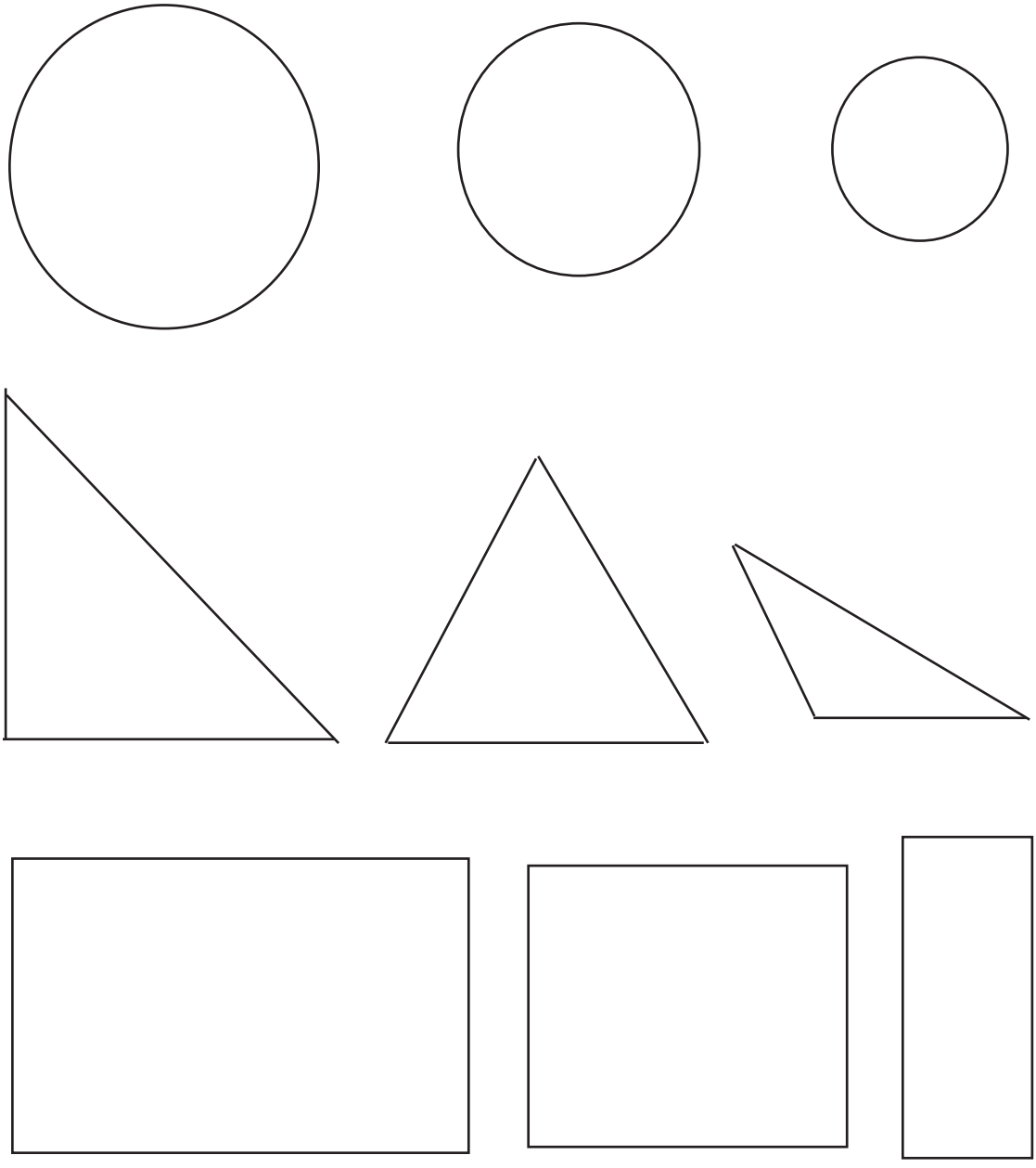
Colour the **circles** blue, the **triangles** orange, and the **rectangles** purple.



Teacher's Remark(s):

Teacher's Signature and Date:

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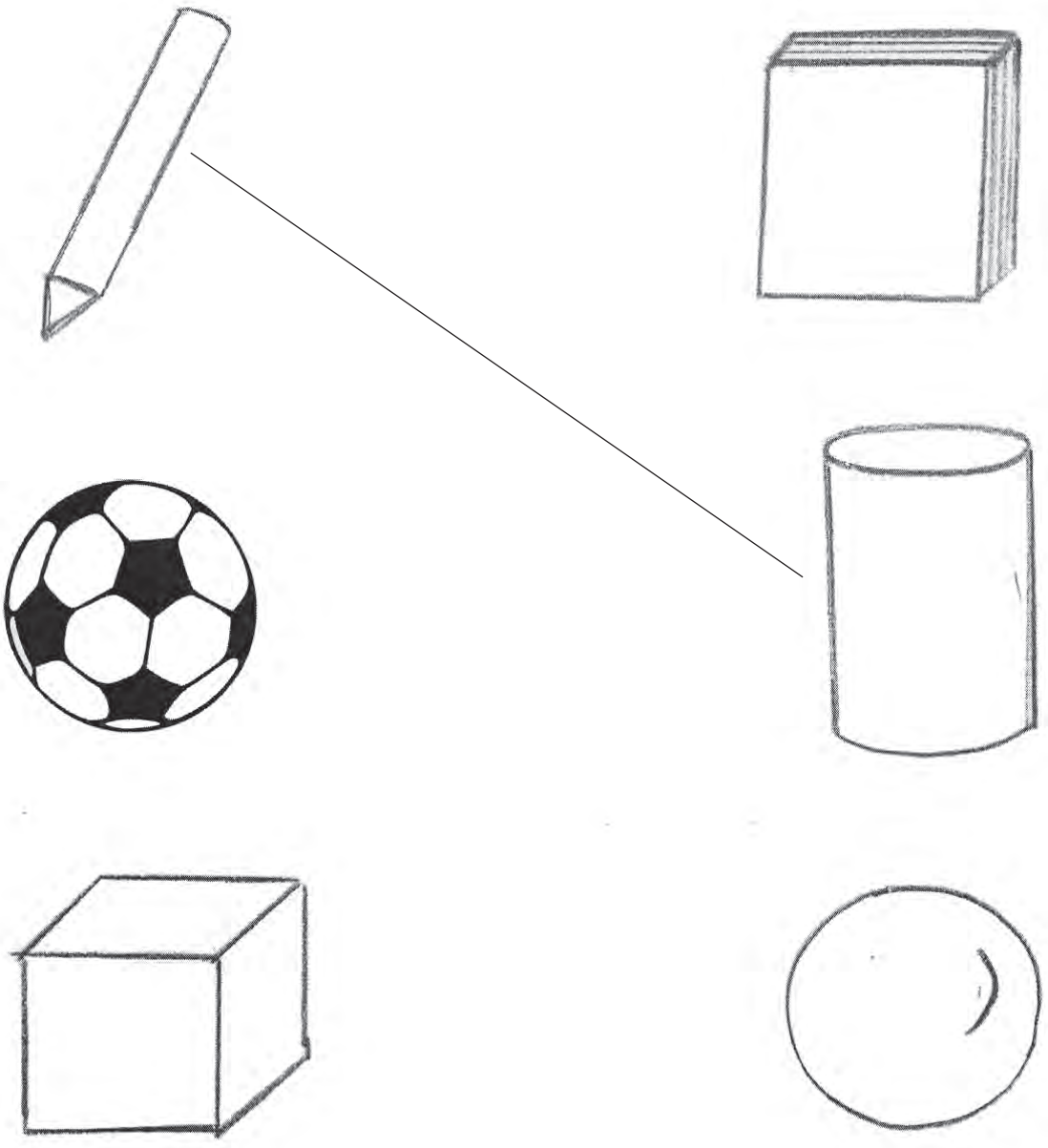
Match two objects (based on shape).



Teacher’s Remark(s):

Teacher’s Signature and Date:

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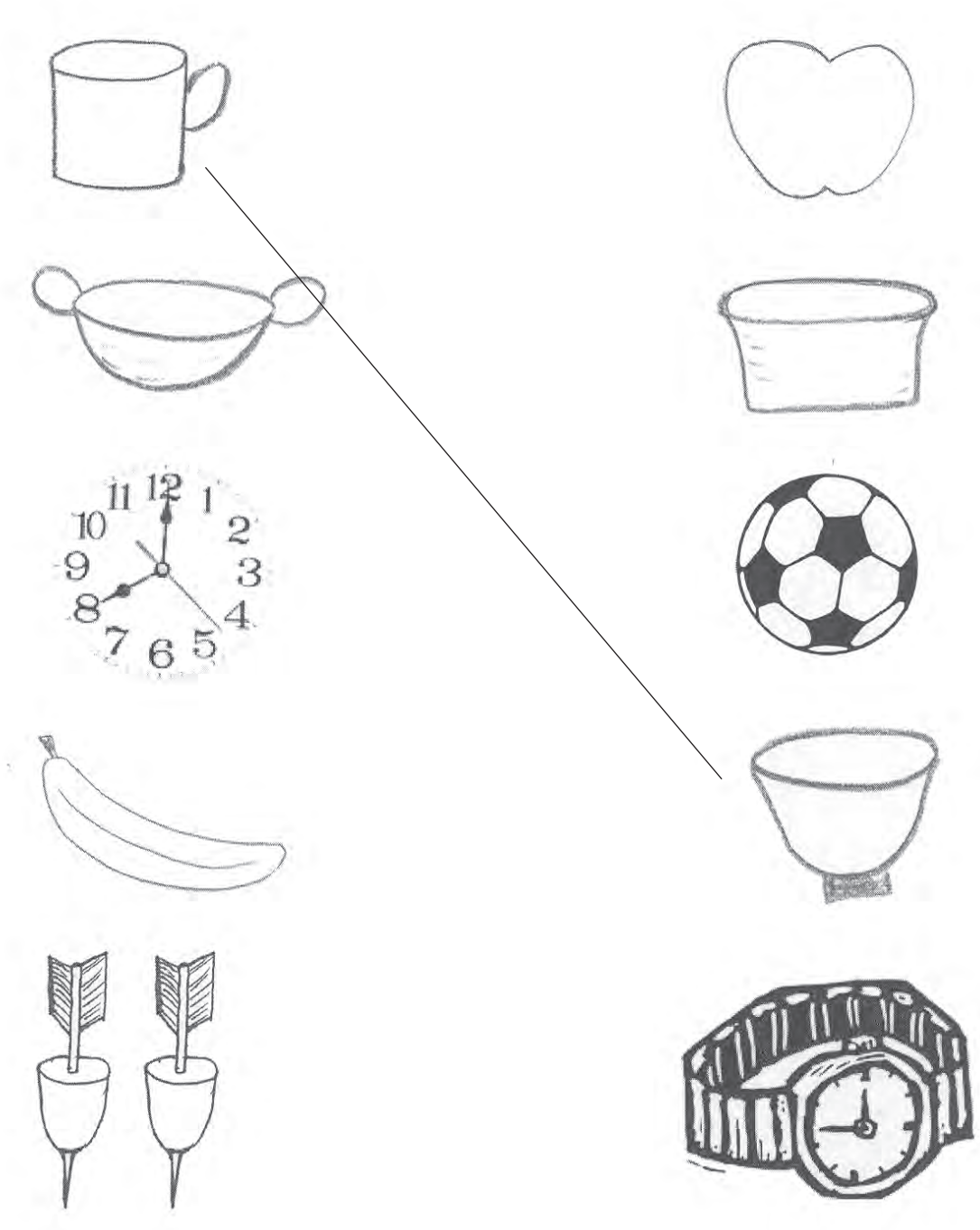
Match two pictures (based on use).

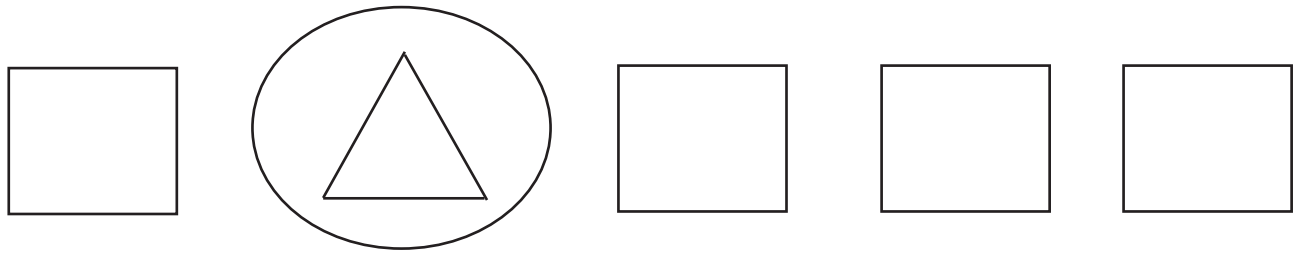


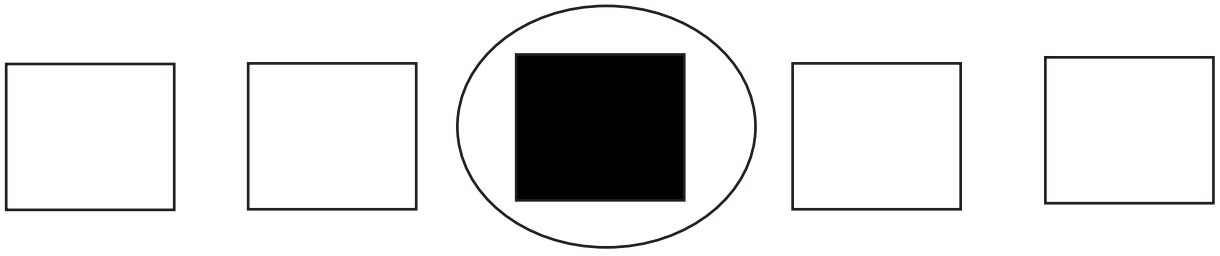
Teacher's Remark(s):

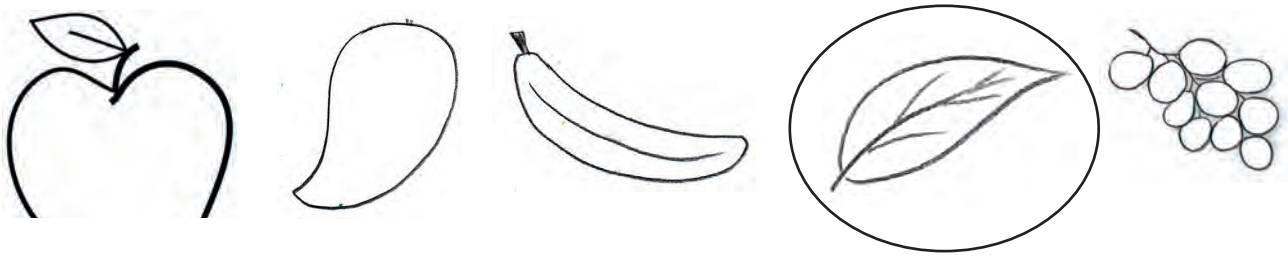
Teacher's Signature and Date:

Reprint 2024

The circled object does not belong in the group. Why do you think so? Explain verbally.







Teacher's Remark(s):

Teacher's Signature and Date:

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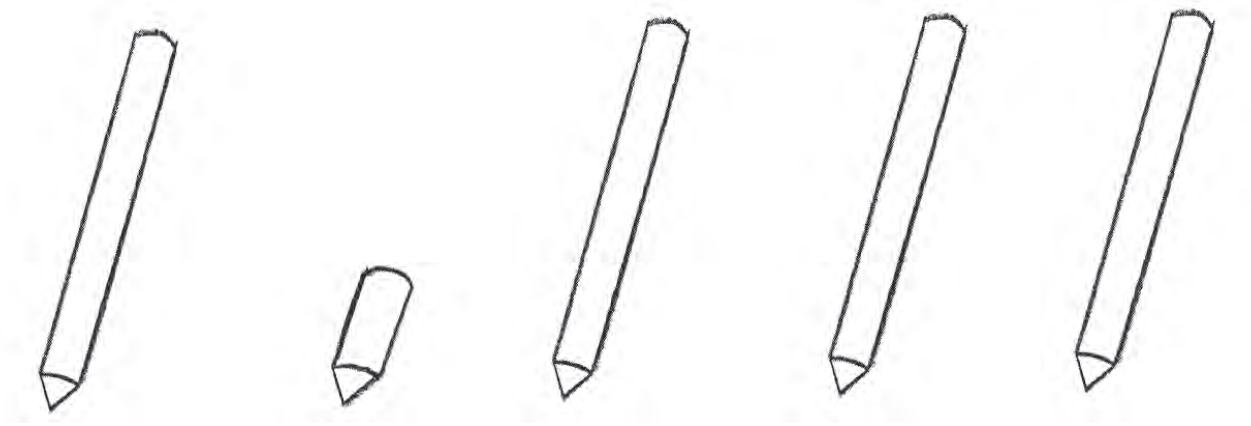
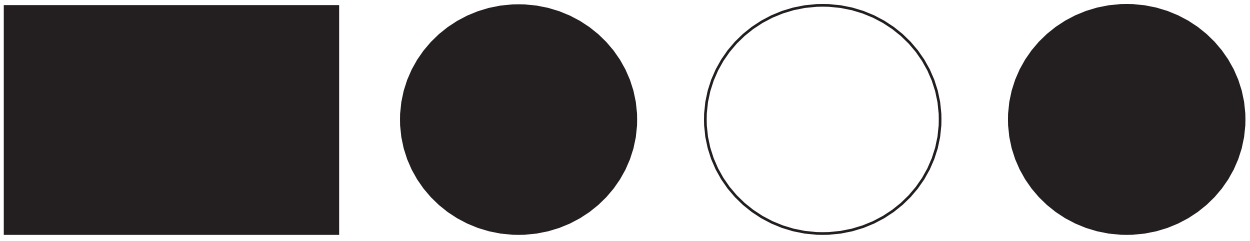
Circle the object which does not belong in the group. Explain your choice verbally.





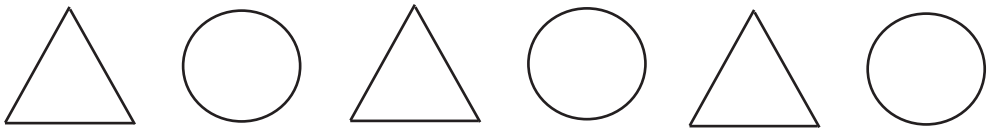
Teacher's Remark(s):

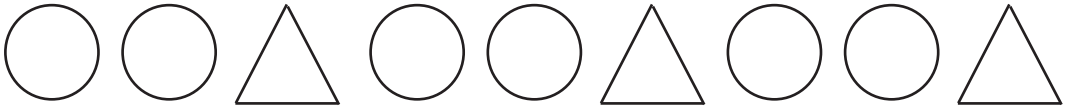
Teacher's Signature and Date:

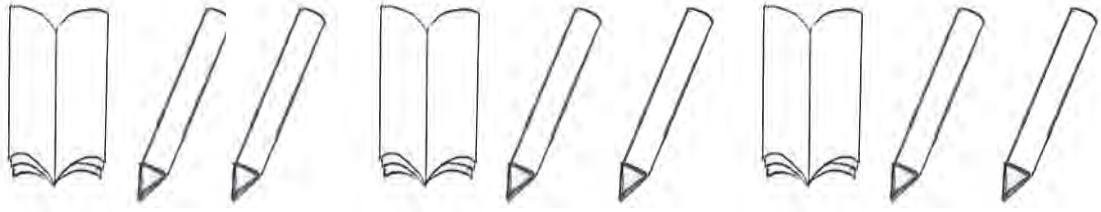
Reprint 2024

Do you see a pattern ? Tick **yes** (✓) or **no** (x), and explain verbally.

Example





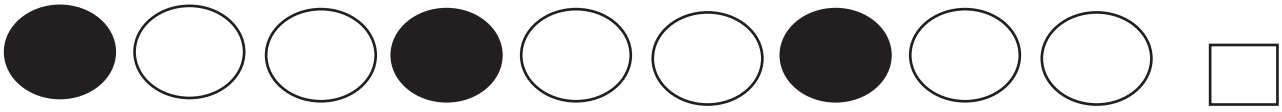


Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Do you see a pattern? Tick **yes (✓)** or **no (x)**, and explain verbally.



Teacher's Remark(s):

Teacher's Signature and Date:

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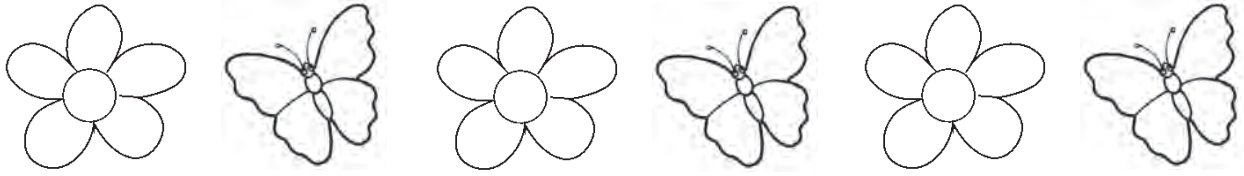
Circle the part that repeats over and over again in each pattern below.

Example



Teacher's Remark(s):

Teacher's Signature and Date:

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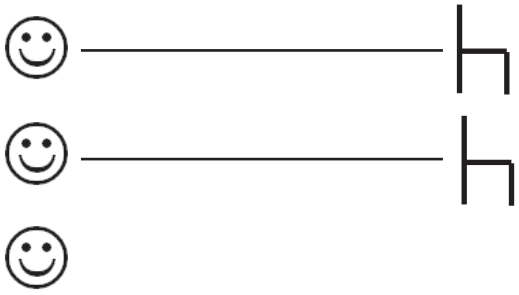
Match the childrens (☺) to the chairs (⊢), and tell which is **more**.

Example



There are **more** _____ than _____.

There are **more** _____ than _____.

There are **more** _____ than _____.

Teacher's Remark(s):

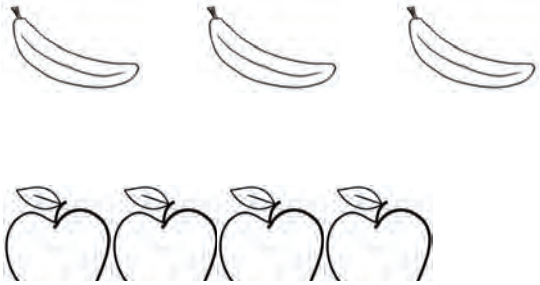
Teacher's Signature and Date:

Reprint 2024

Match the apples ( ) to the bananas ( ), and tell which is **less**.

There are **less**_____ than _____.

There are **less**_____ than _____.



There are **less**_____ than _____.

Teacher's Remark(s):

Teacher's Signature and Date:

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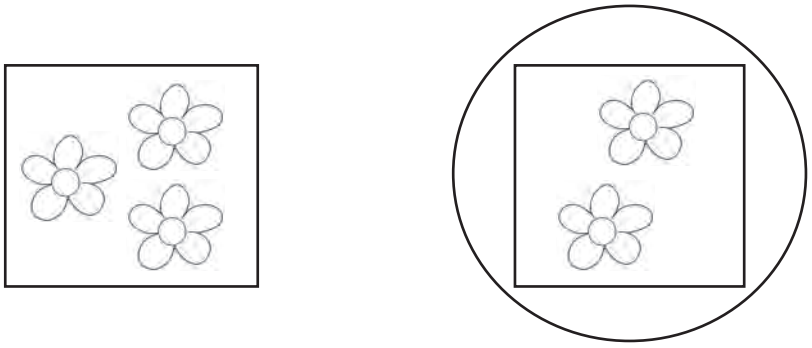
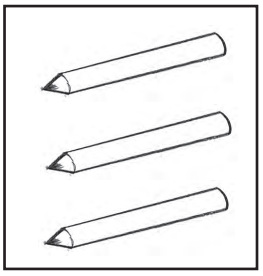
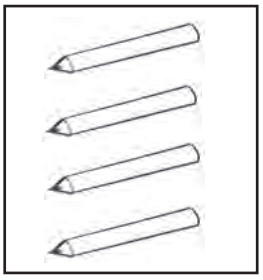
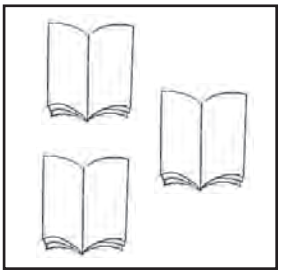
Circle the box that is **less**.

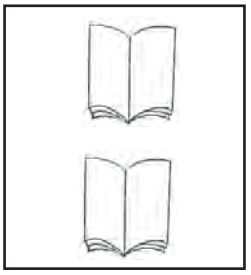
Example











Teacher's Remark(s):

Teacher's Signature and Date:

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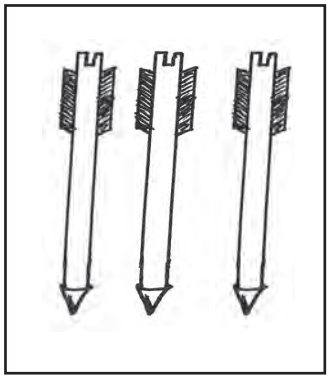
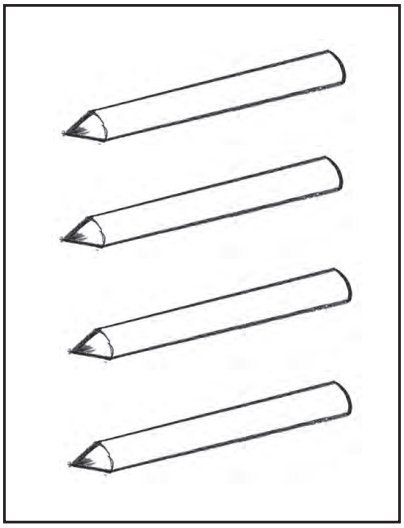
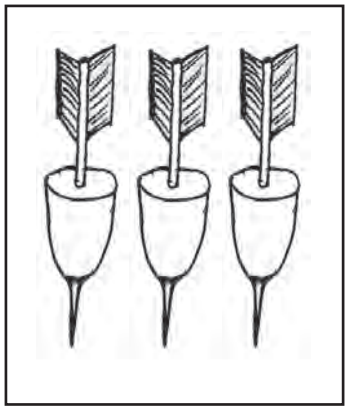
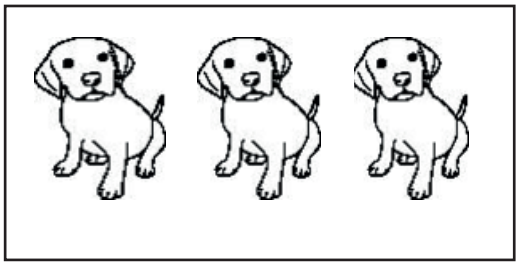
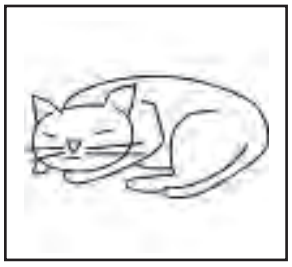
Circle the box that is the **same**.

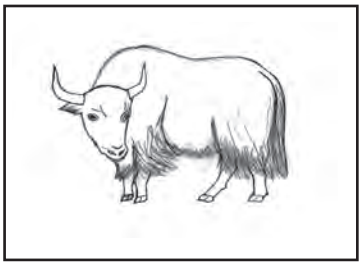


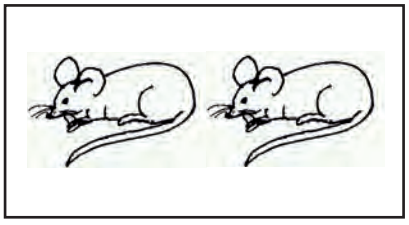


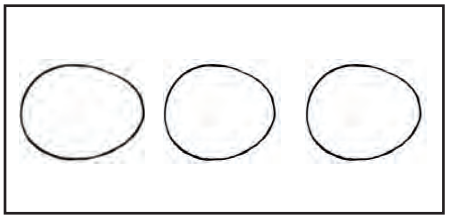


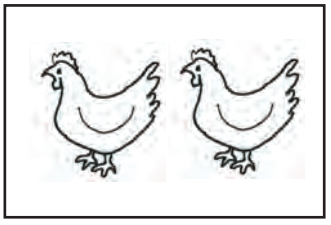












Teacher's Remark(s):

Teacher's Signature and Date:

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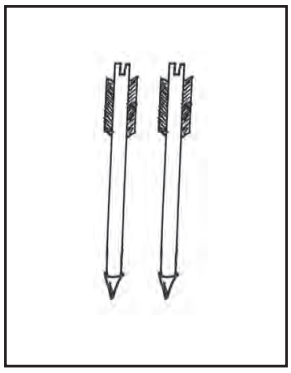
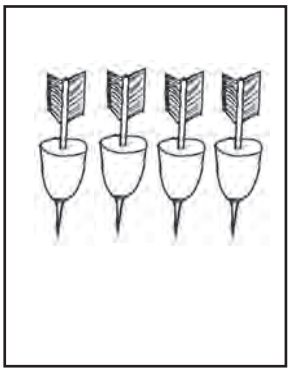
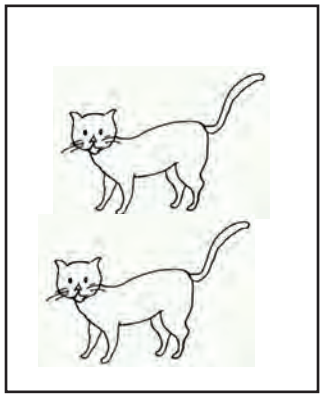
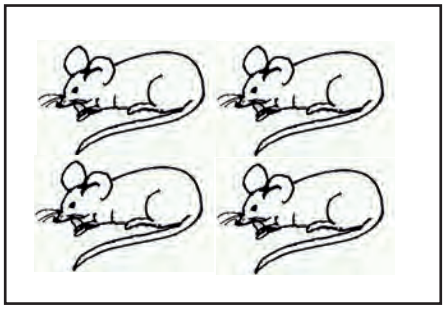
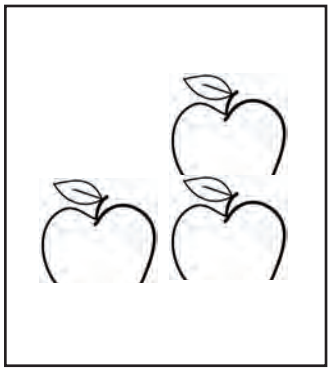
Circle the box that is **more**.

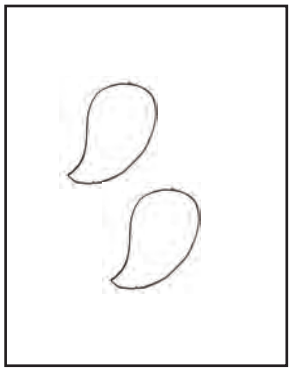












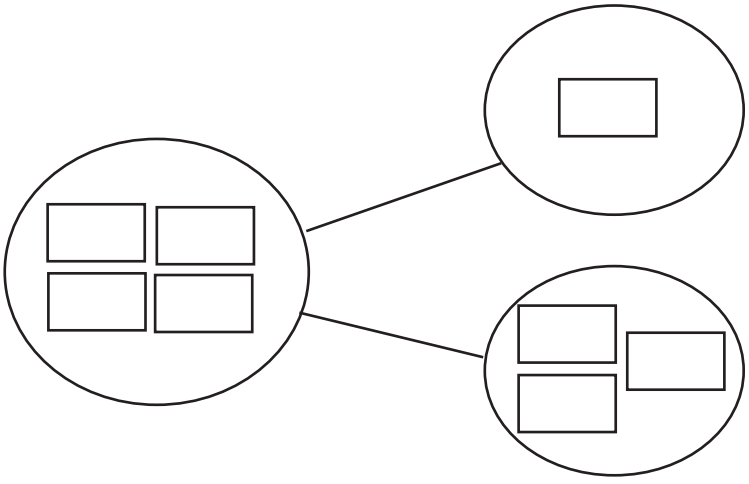
Teacher's Remark(s):

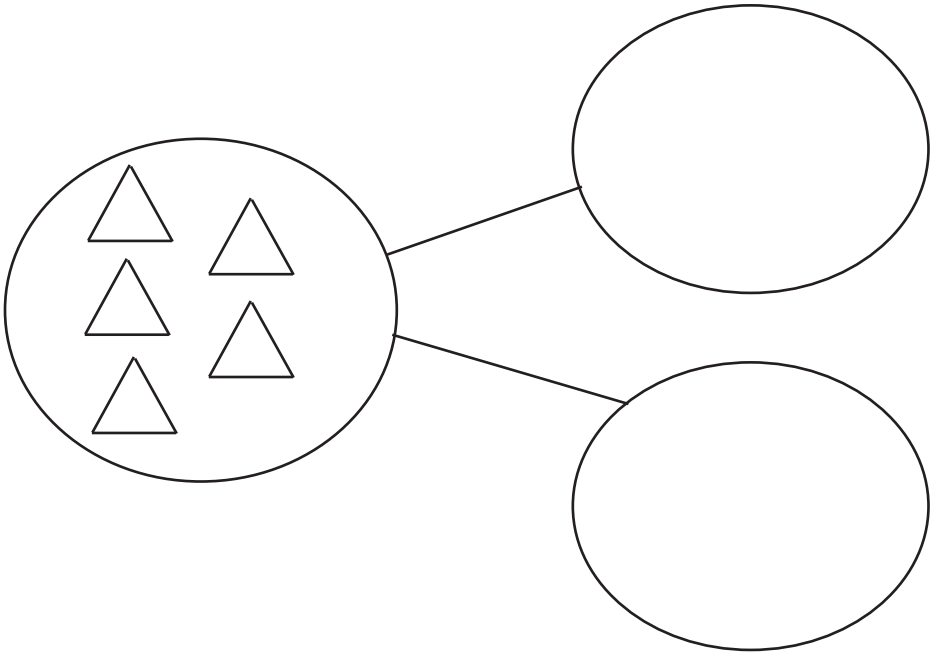
Teacher's Signature and Date:

Reprint 2024

Break the set into two smaller sets, so that one set has more items than the other.

Example





Teacher's Remark(s):

Teacher's Signature and Date:

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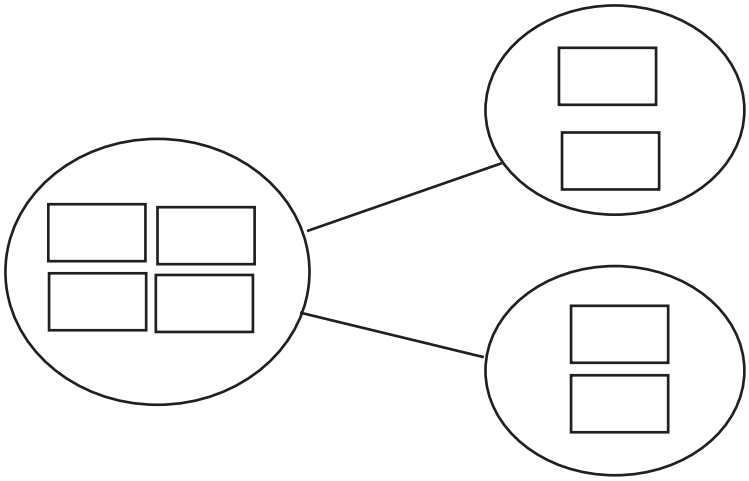
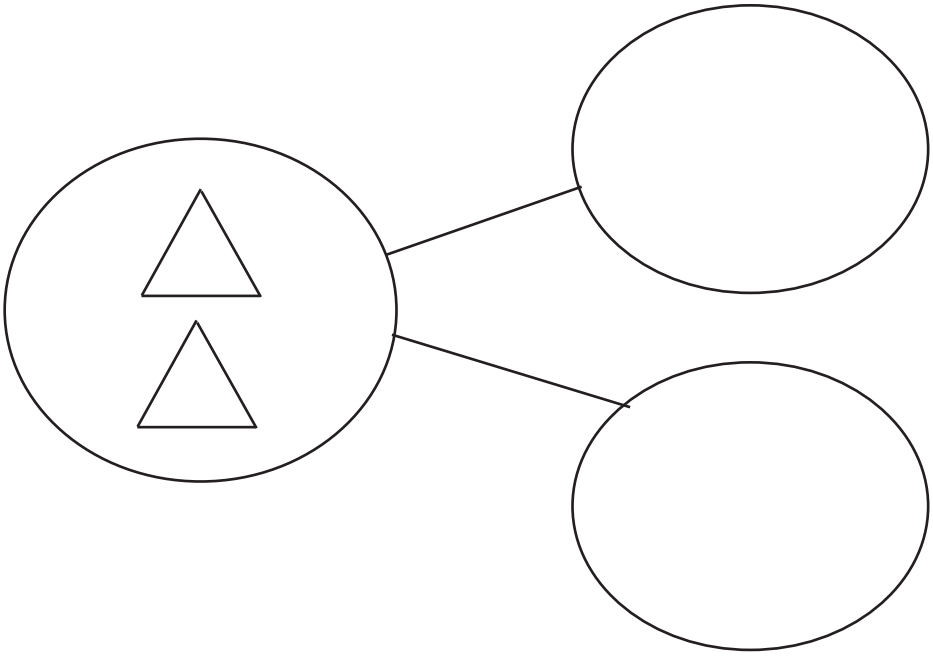
Break the set into two smaller sets, so that the two smaller sets have **the same** number of items.

Example





Teacher's Remark(s):

Teacher's Signature and Date:

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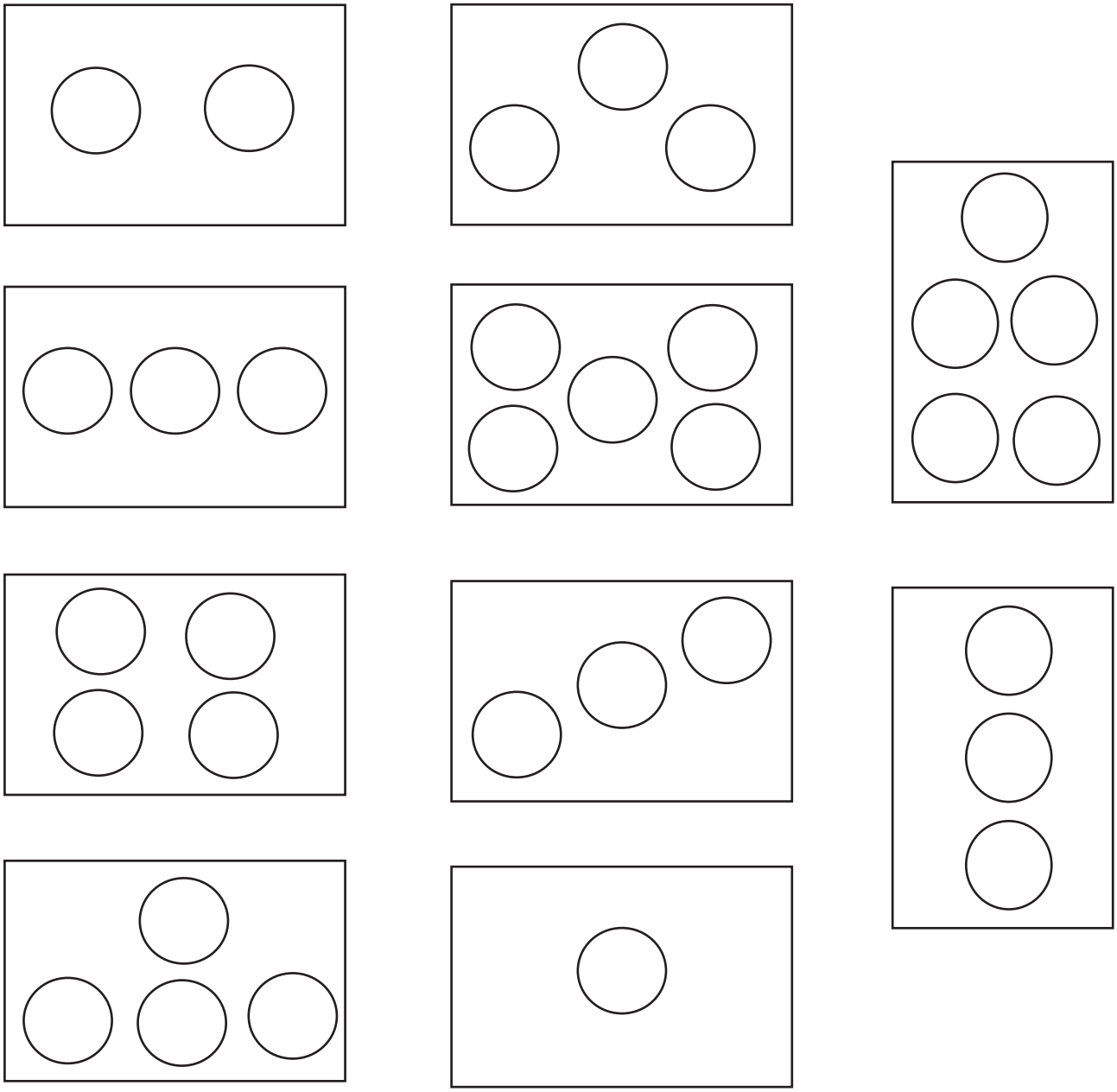
Colour all the sets showing this many - 



Teacher’s Remark(s):

Teacher’s Signature and Date:

Reprint 2024

1  one fish

Trace:

Draw:

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

2  two eyes

Trace:

Write:

Teacher’s Remark(s):

Teacher’s Signature and Date:

Reprint 2024

3  three spiders

Trace:

Write:

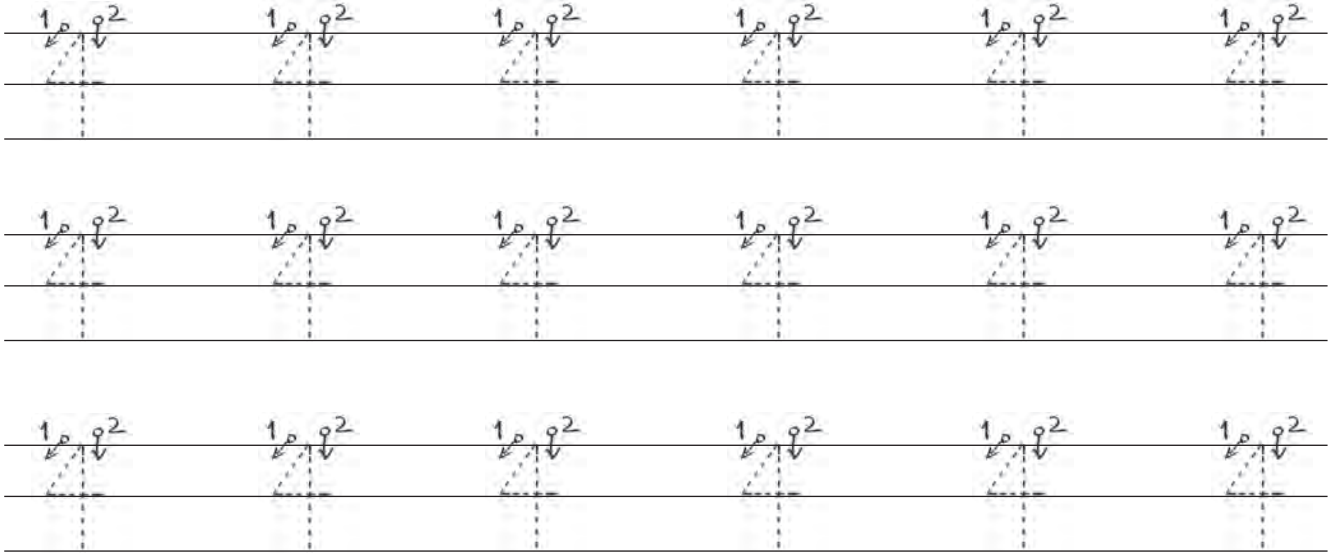
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

4 four flowers

Trace:



Write:

Teacher’s Remark(s):

Teacher’s Signature and Date:

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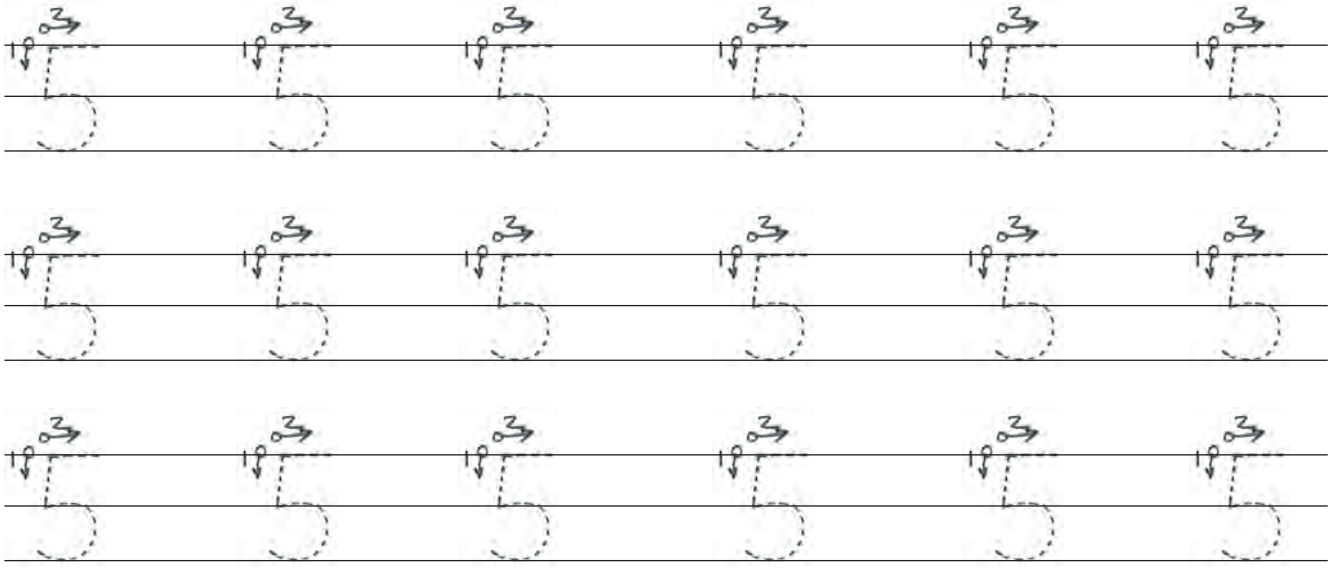
5 five stars

Trace:



Write:

5

Teacher's Remark(s):

Teacher's Signature and Date:

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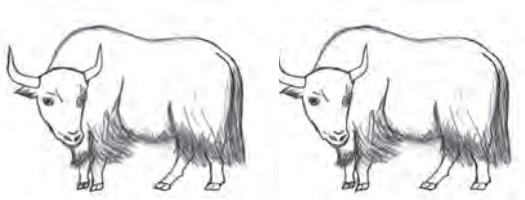
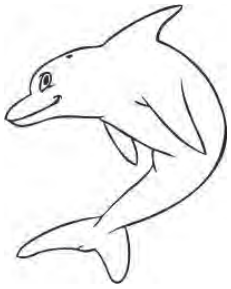
Match the numeral to the pictures.

1

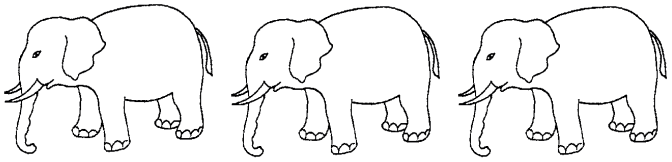


2

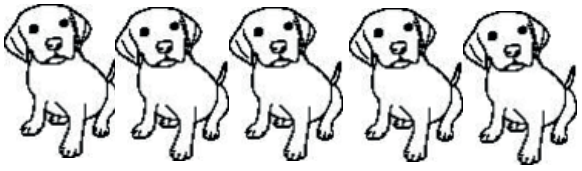
3



4



5



Teacher’s Remark(s):

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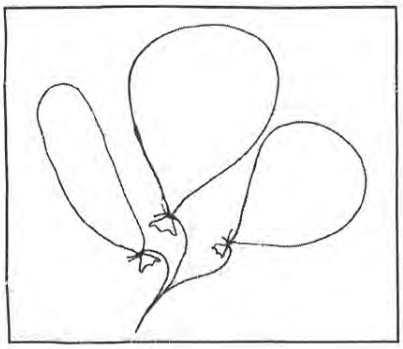
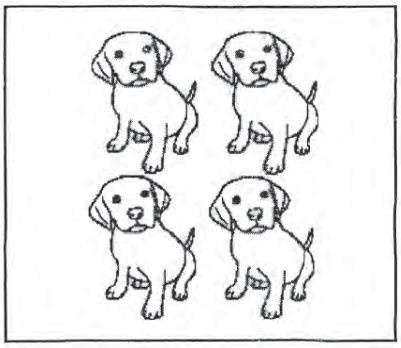
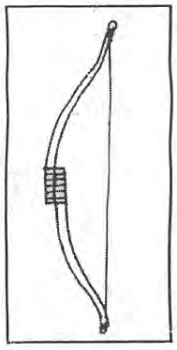
Count and write the number below each set.



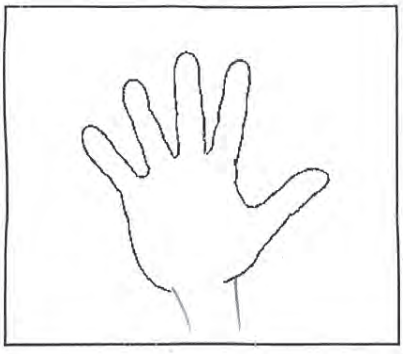
__3__ balloons



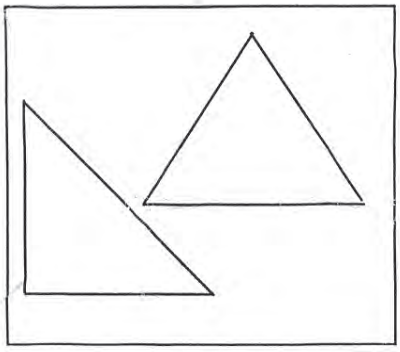
_____ puppies



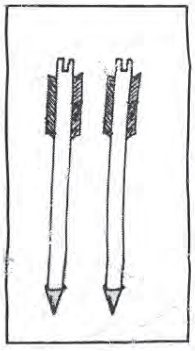
_____ bow



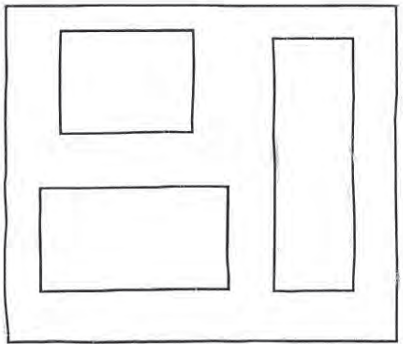
_____ fingers



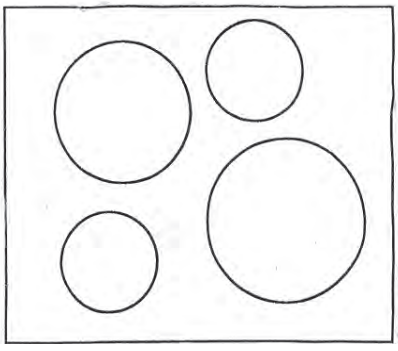
_____ triangles



____ arrows



_____ rectangles



_____ circles

_____ fish

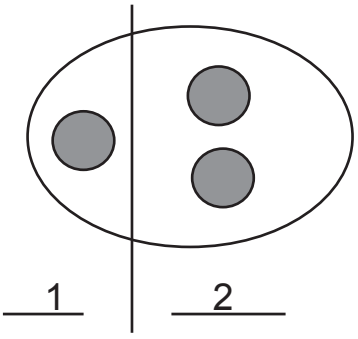
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

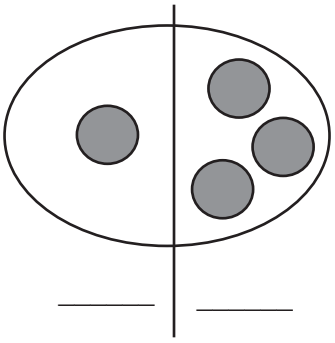
Count, and write the numbers on each side of the separating line for the set. Then write the number for the whole set.

Example



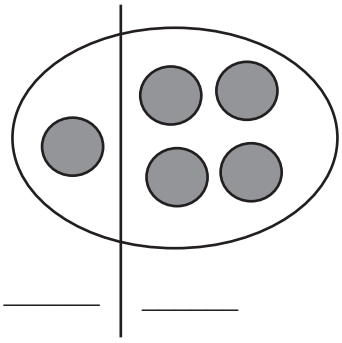
1 2

together: 3



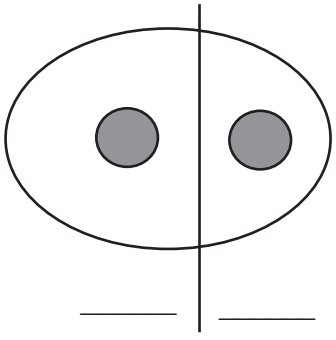
_____ _____

together: _____



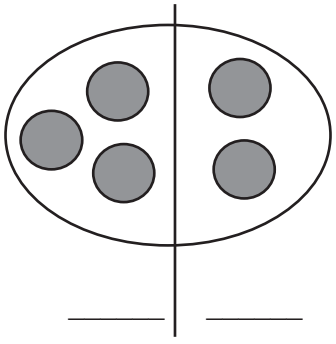
_____ _____

together: _____



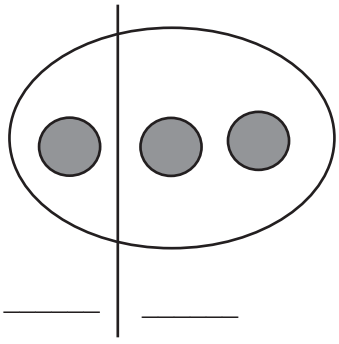
_____ _____

together: _____



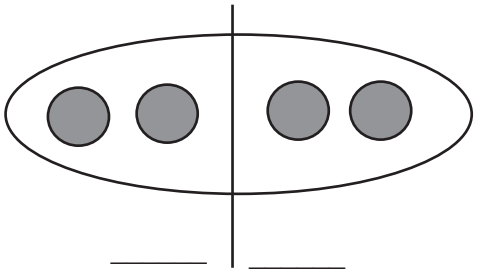
_____ _____

together: _____



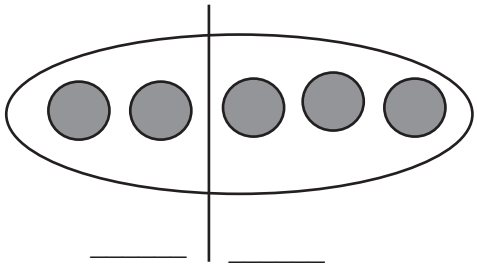
_____ _____

together: _____



_____ _____

together: _____



_____ _____

together: _____

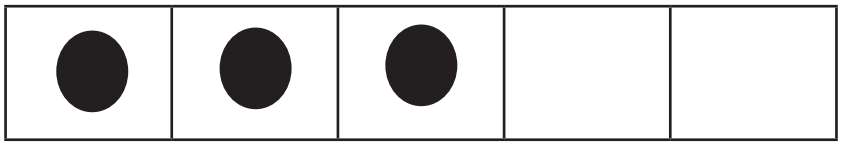
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

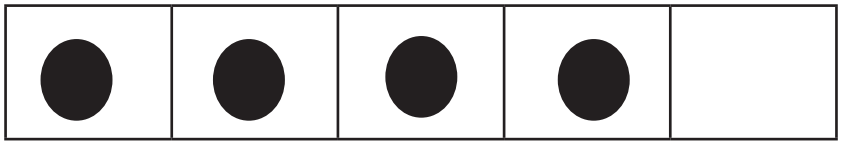
Write the number of counters shown on the 5-frame.

Example



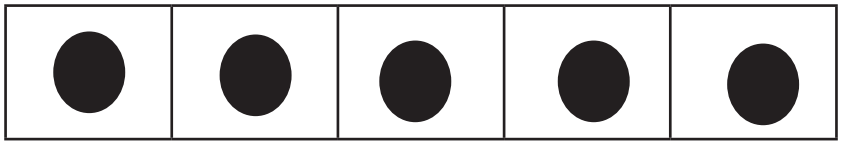
3

_____

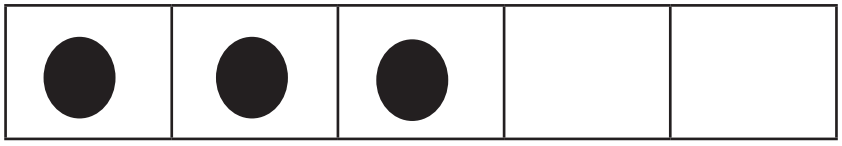


_____

_____



_____



_____

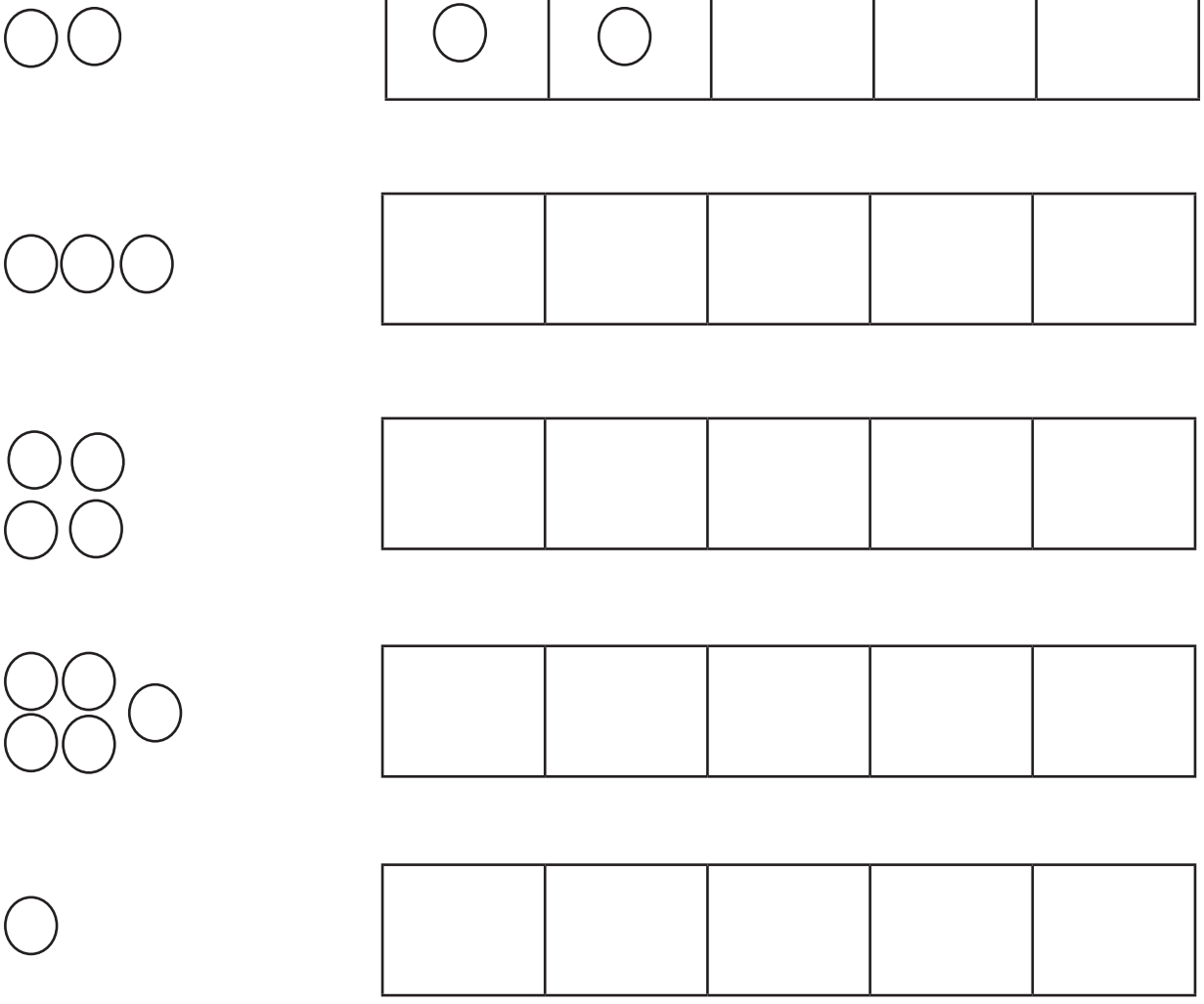
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Put the counters on the 5-frame by drawing.

Example

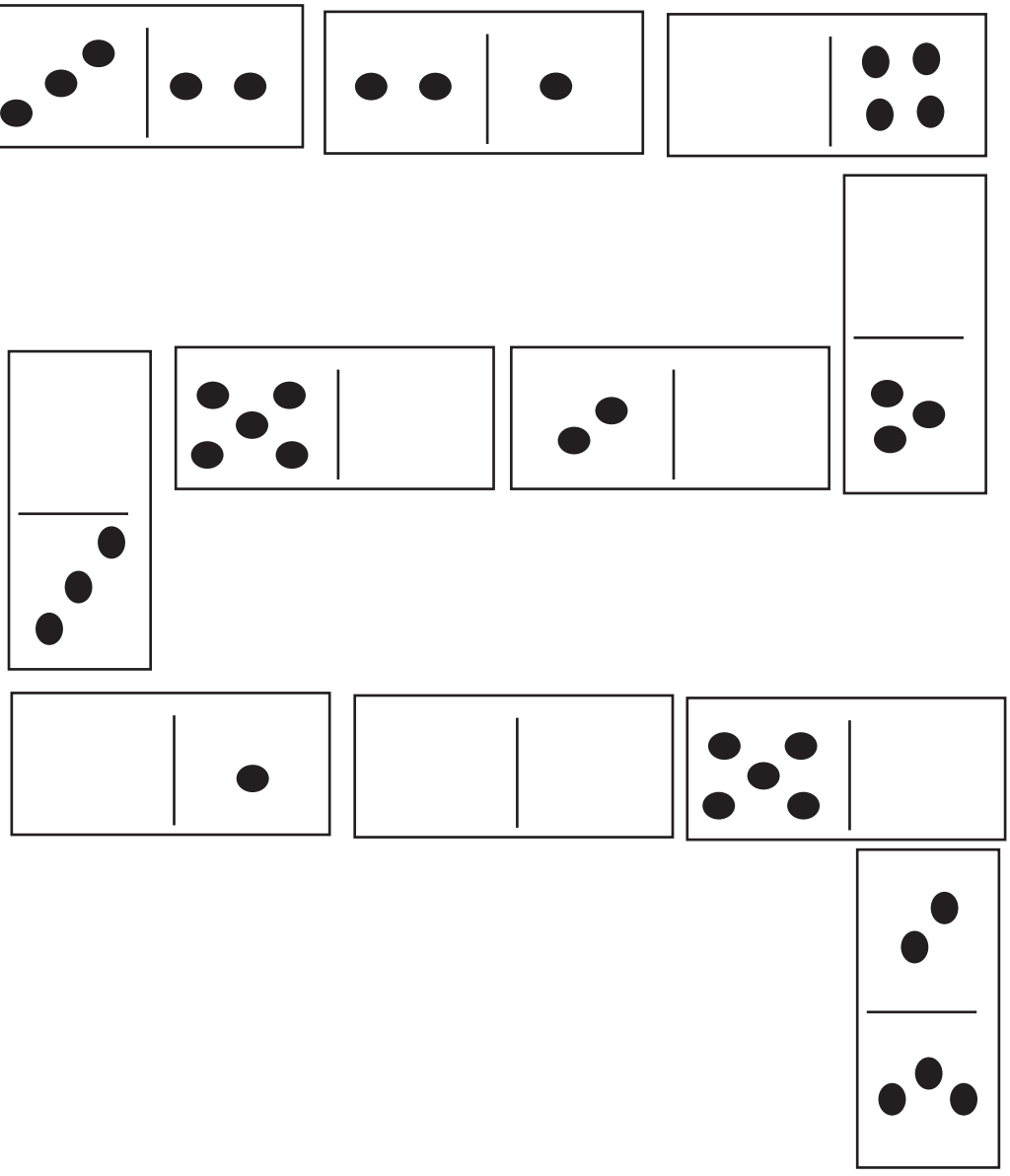


Teacher’s Remark(s):

Teacher’s Signature and Date:

Reprint 2024

Fill the empty sides of the domino cards with dots, so that the number of dots on one side of a card is the same as the number of dots on the side of the card next to it. The first one has been done for you.

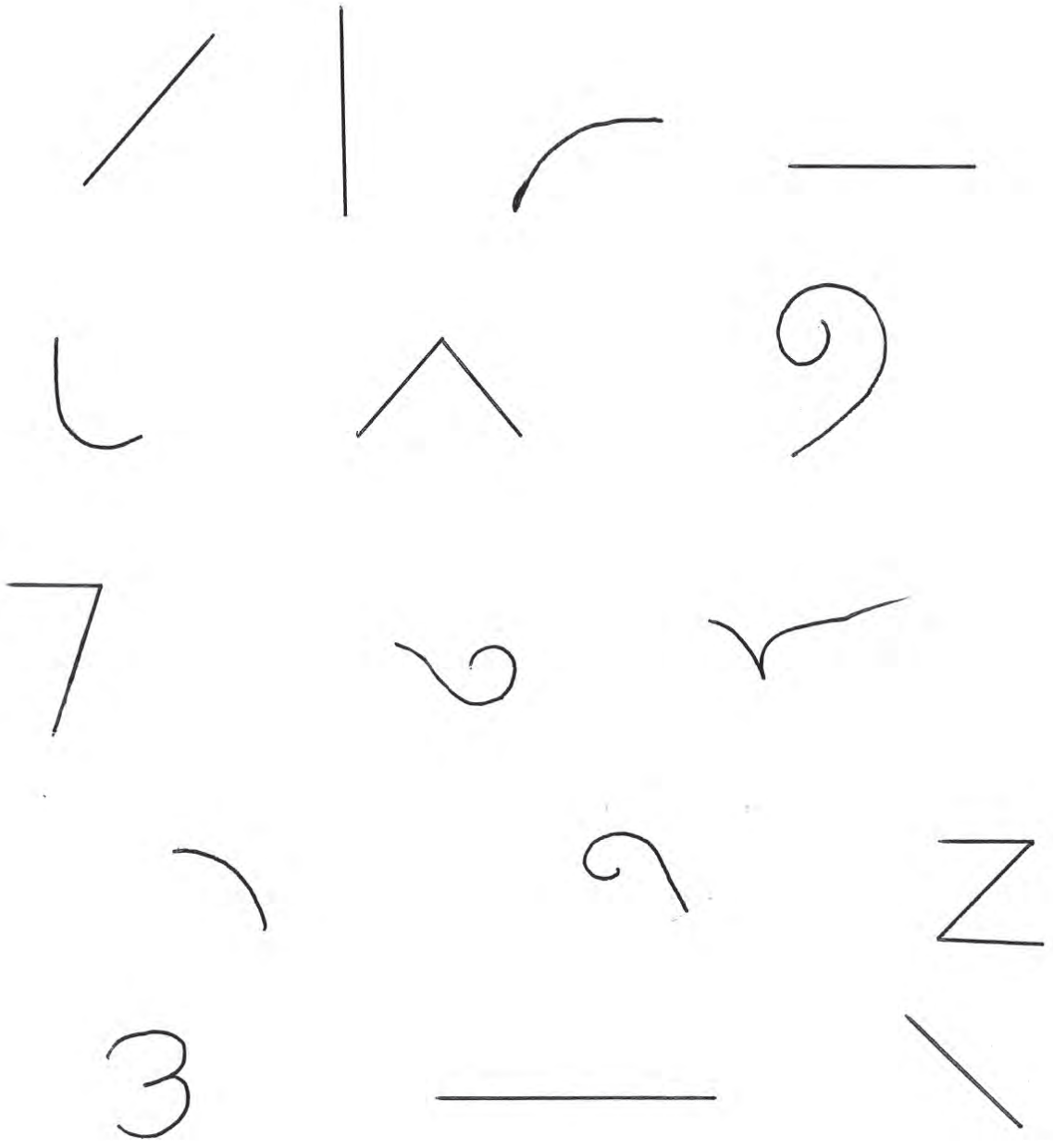


Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Circle the **curved** lines.

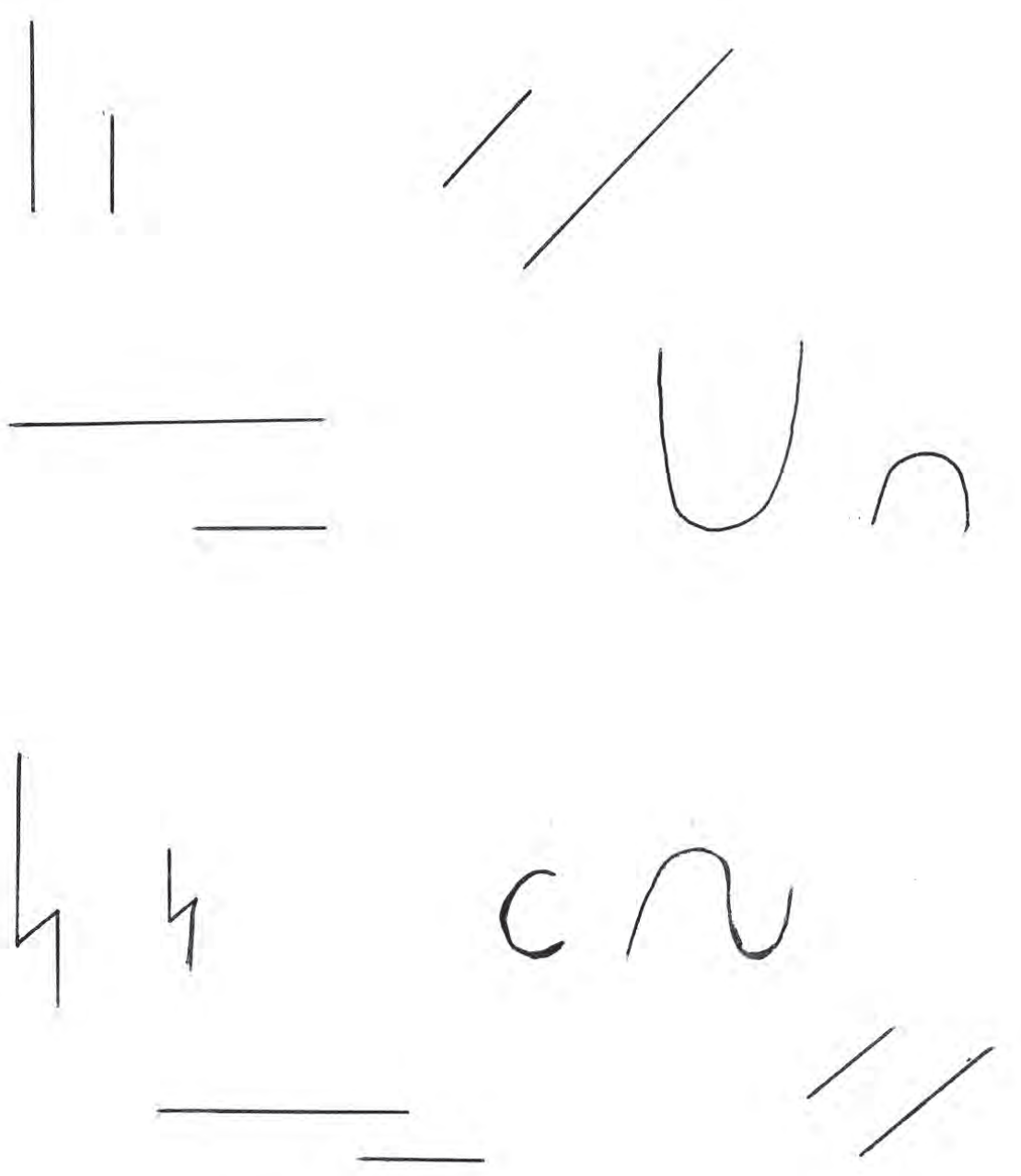


Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Look at the pairs of lines, and circle the **shorter** line in each pair.



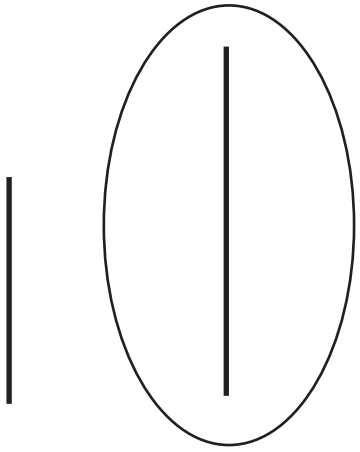
Teacher's Remark(s):

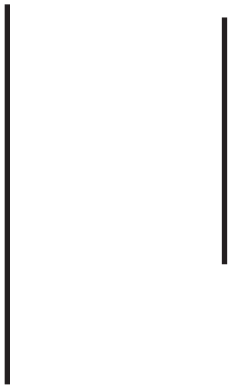
Teacher's Signature and Date:

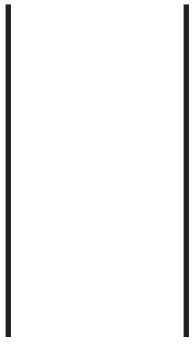
Reprint 2024

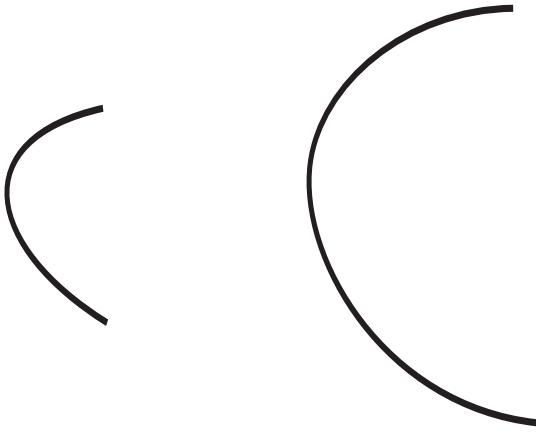
Circle the longer line.

Example







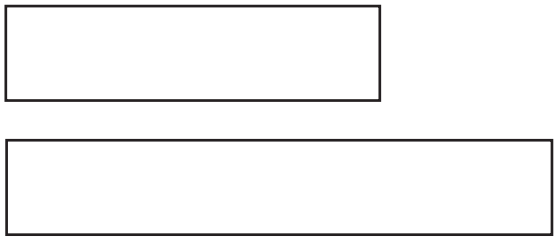


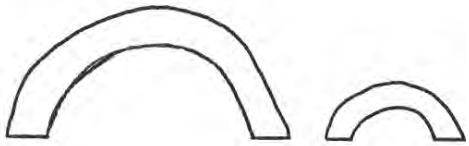
Teacher’s Remark(s):

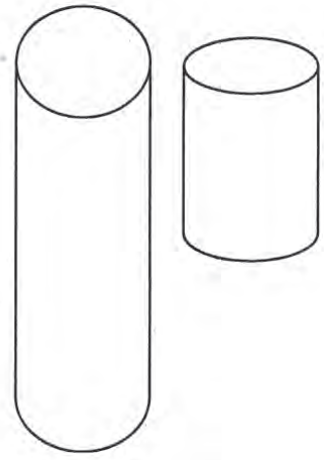
Teacher’s Signature and Date:

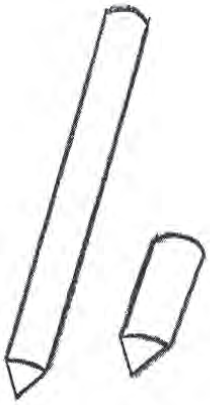
Reprint 2024

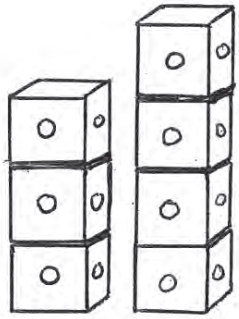
Look at the pairs of shapes, and colour the **longer** shape in each pair.

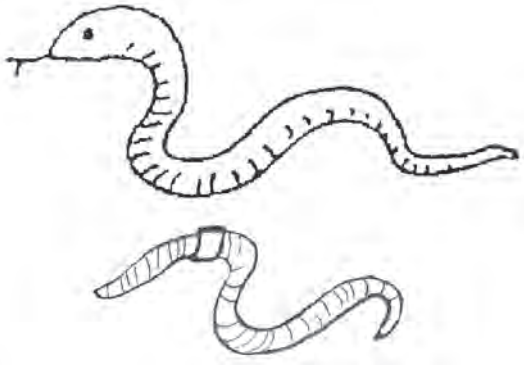










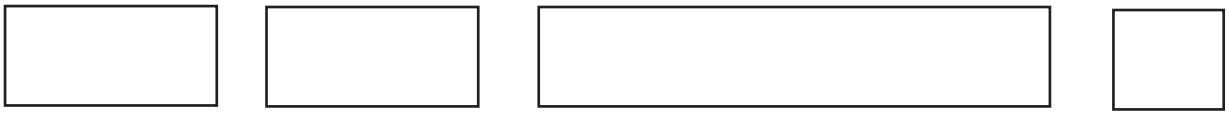


Teacher's Remark(s):

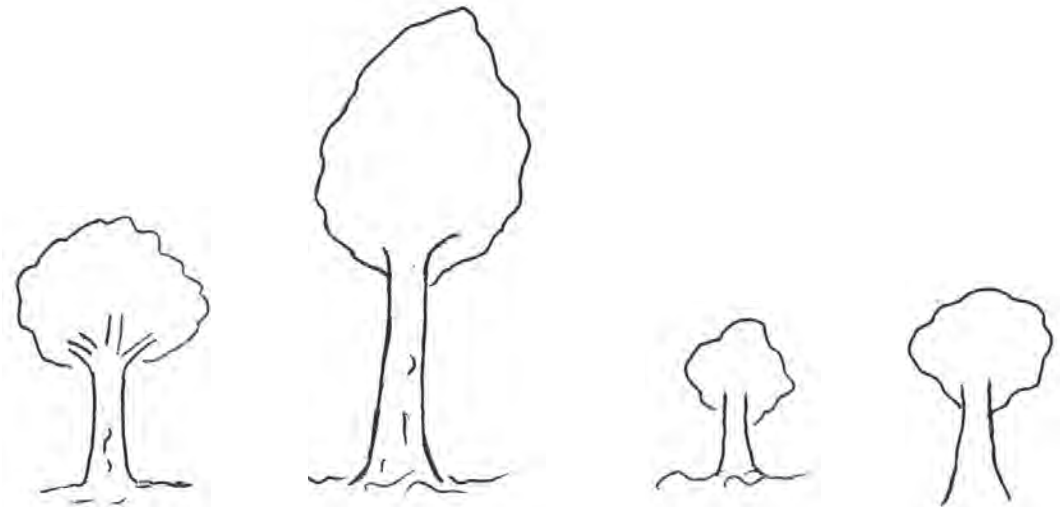
Teacher's Signature and Date:

Reprint 2024

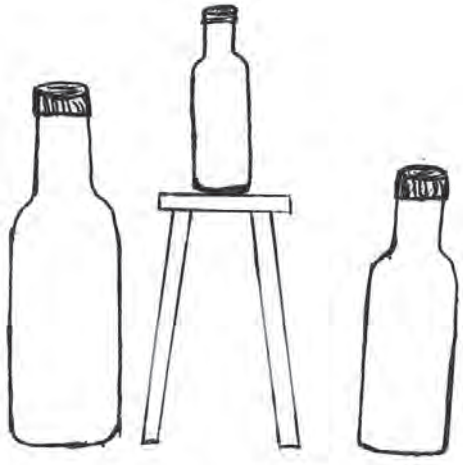
Colour the **longest** rectangle.



Colour the **tallest** tree.



Colour the **shortest** bottle.

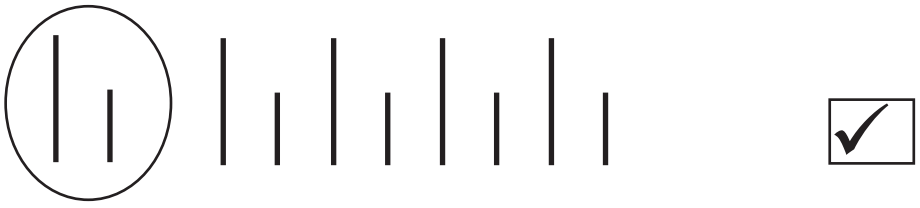


Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Is each of the following a pattern? Tick (✓) **yes** or **no** (x).
For the sequence of lines that is a pattern, circle the part that repeats over and over again.

example  ☑

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 ☐

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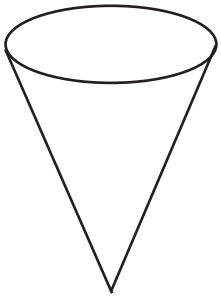
Teacher's Remark(s):

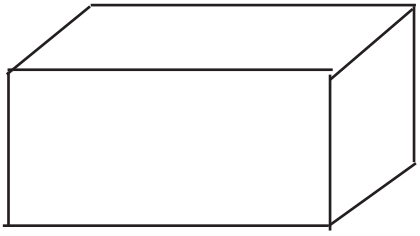
Teacher's Signature and Date:

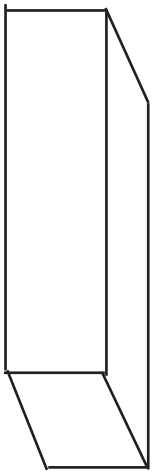
Reprint 2024

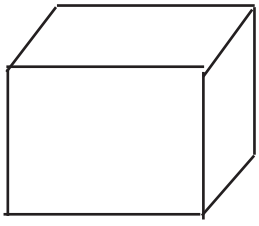
Colour the **sphere** green, and the **cone** yellow.



Colour the **rectangular prisms** red, and the **cylinders** blue.





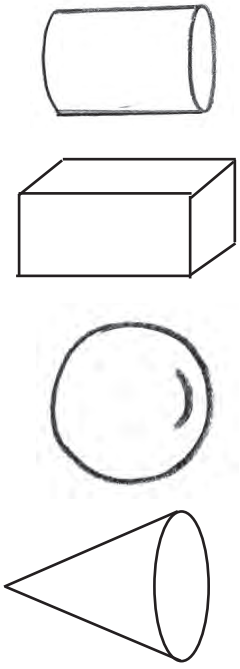


Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Match the shapes to the words.



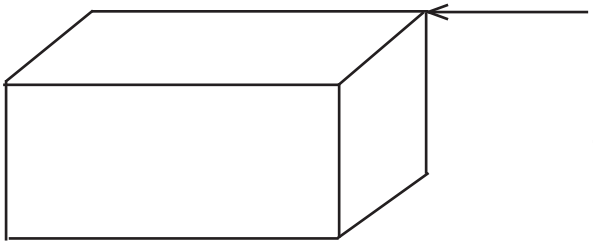
rectangular prism

sphere

cone

cylinder

Label the parts of the **rectangular prism.**



corner

edge

face

Teacher's Remark(s):

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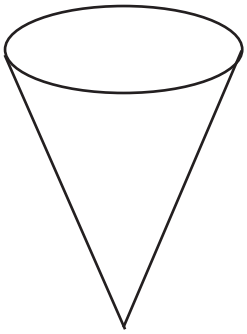
Label the parts of the **cylinder.**

face

edge

Label the parts of the **cone.**



face

apex

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Choose the word from (**cylinder, cone, rectangular prism, sphere**) that describes the shape of a football.

_____

Choose the word from (**cylinder, cone, rectangular prism, sphere**) that describes the shape of a book.

_____

What two shapes can you see with the pencil? Write them

_____

_____

Teacher's Remark(s):

Teacher's Signature and Date:

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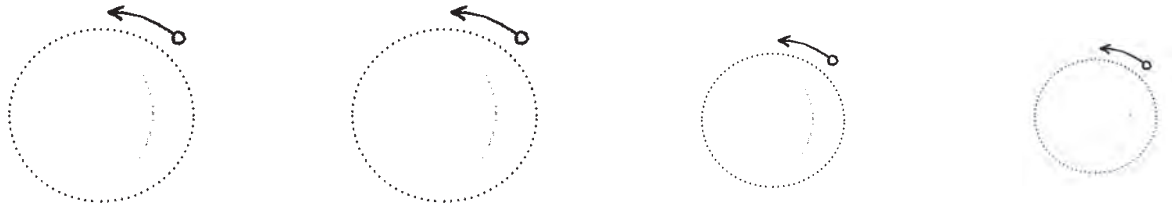
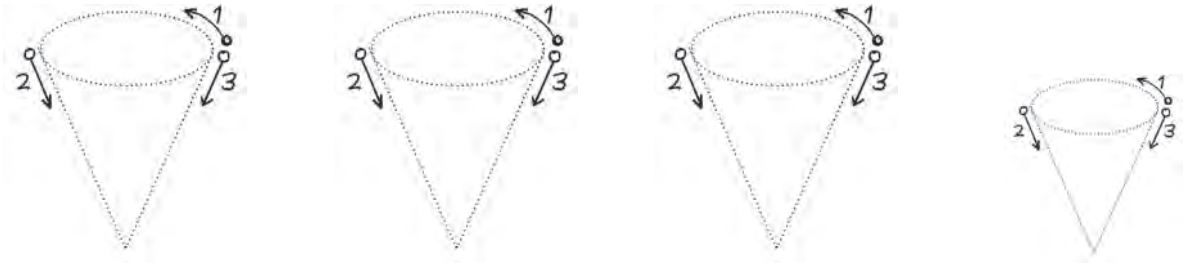
Trace the spheres.



Draw 3 spheres.

Trace the cones.



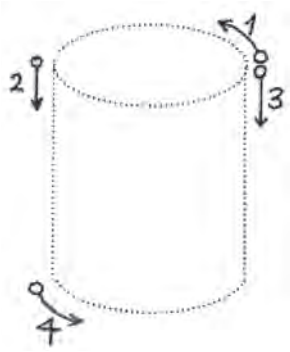
Draw 2 cones.

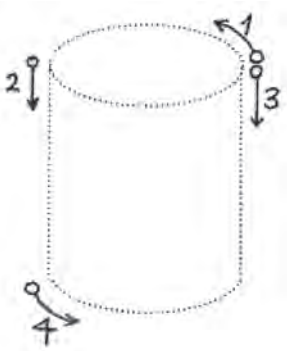
Teacher's Remark(s):

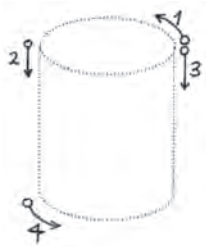
Teacher's Signature and Date:

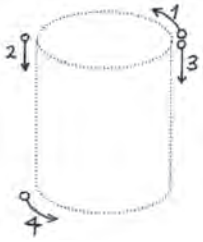
Reprint 2024

Trace the cylinders.









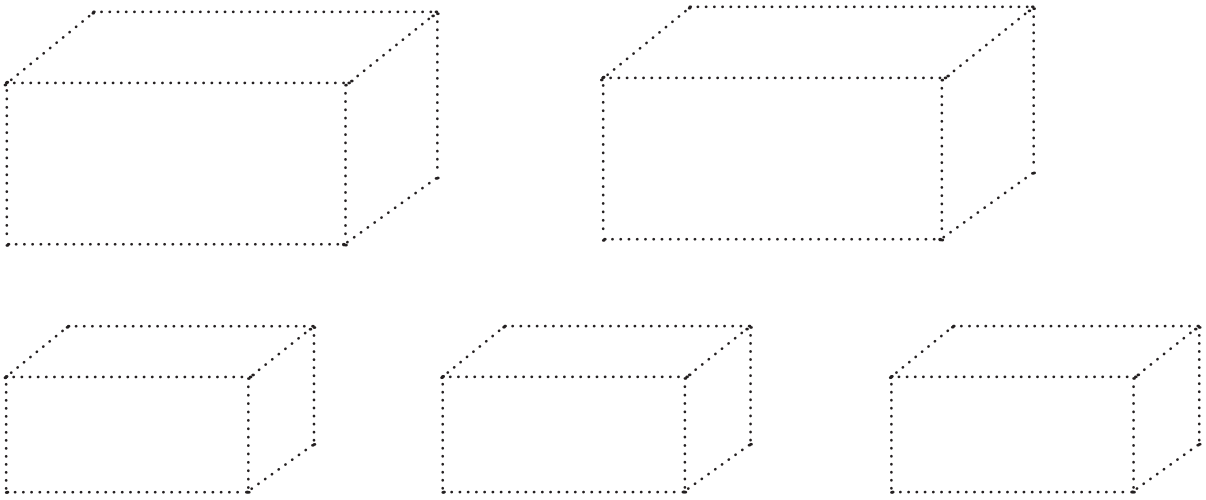
Draw 3 cylinders.

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Trace the rectangular prisms.



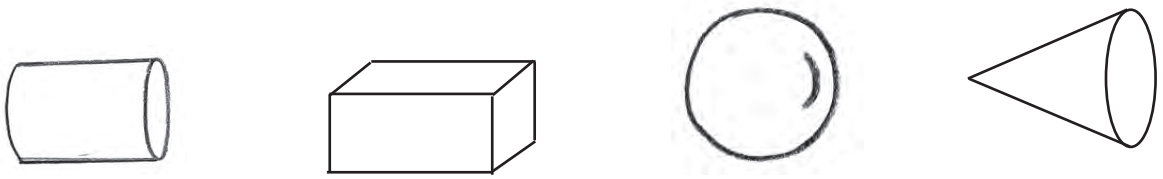
Draw 3 rectangular prisms.

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

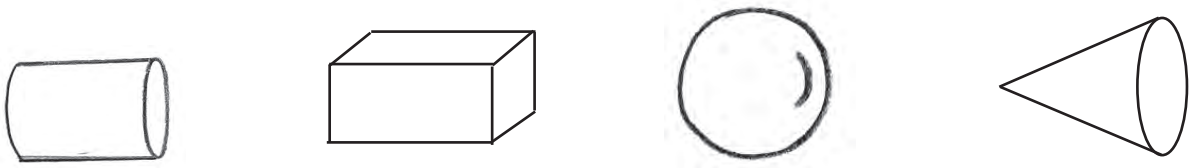
Circle the shapes that will roll.



Circle the shapes that will slide.

Circle the shapes that will only roll.

Circle the shapes that will only slide.

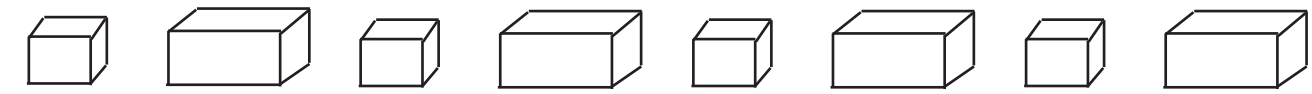


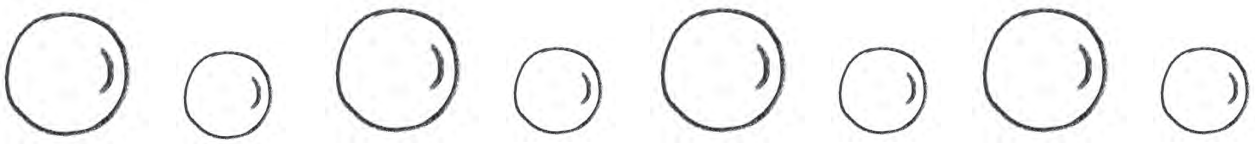
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Circle the part that repeats over and over again in the following shape patterns.



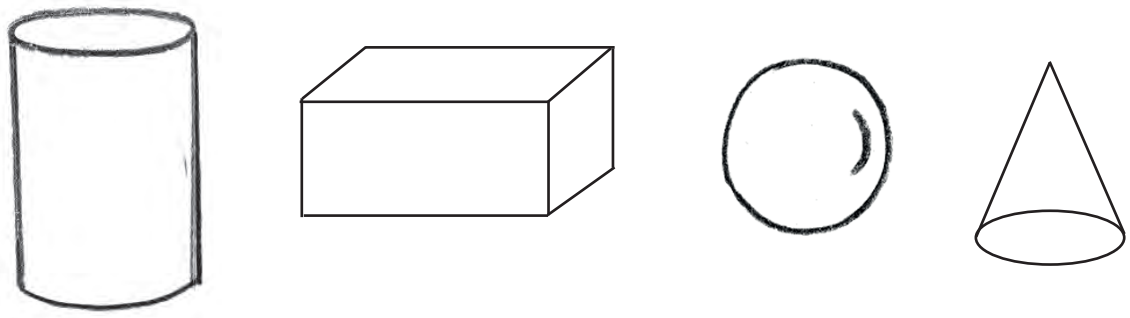


Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Draw some towers using any of the shapes given here. Tell which shapes you used for the bases of your towers.

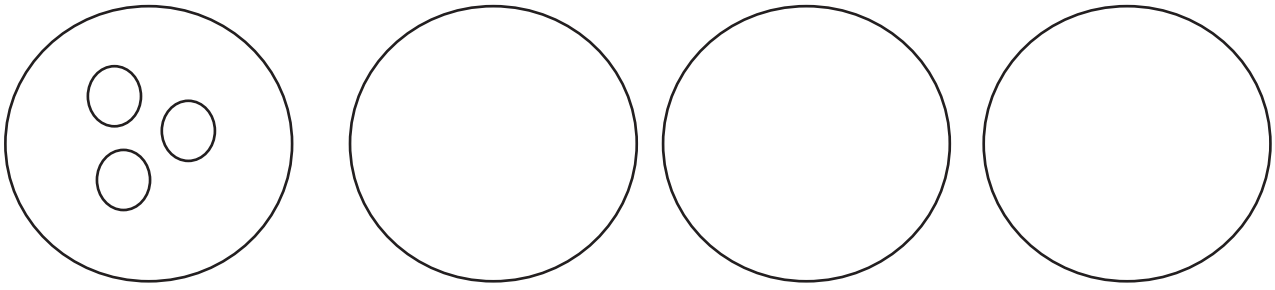


Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Draw sets with **more than 3**, **less than 3**, and **3** counters, as indicated.



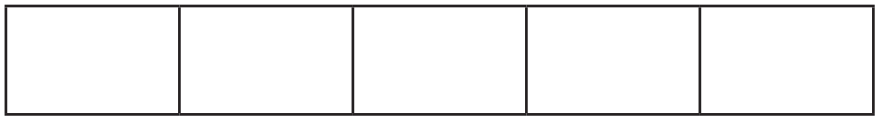
3 more than 3 less than 3 3

Draw counters on the 5-frames, as indicated.

Example

2

more than 2



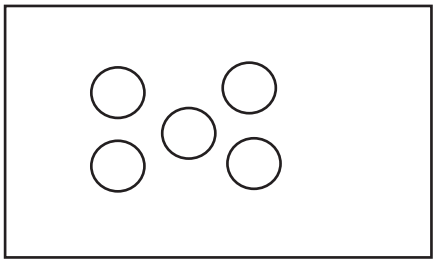
less than 2

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Draw items in the sets, as indicated.



5

less than 5

more than 5

5

Write the numbers from 1 to 5, as shown.

1 2 3 4 5

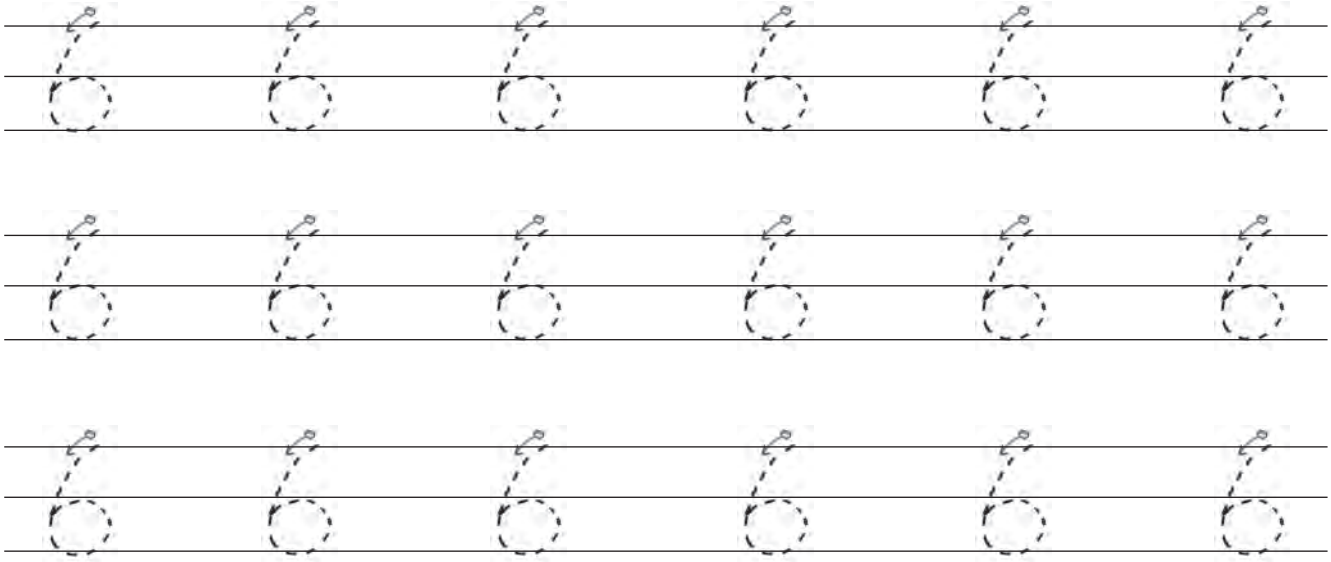
Teacher's Remark(s):

Teacher's Signature and Date:

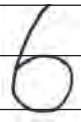
Reprint 2024

6 six eggs

Trace:



Write:



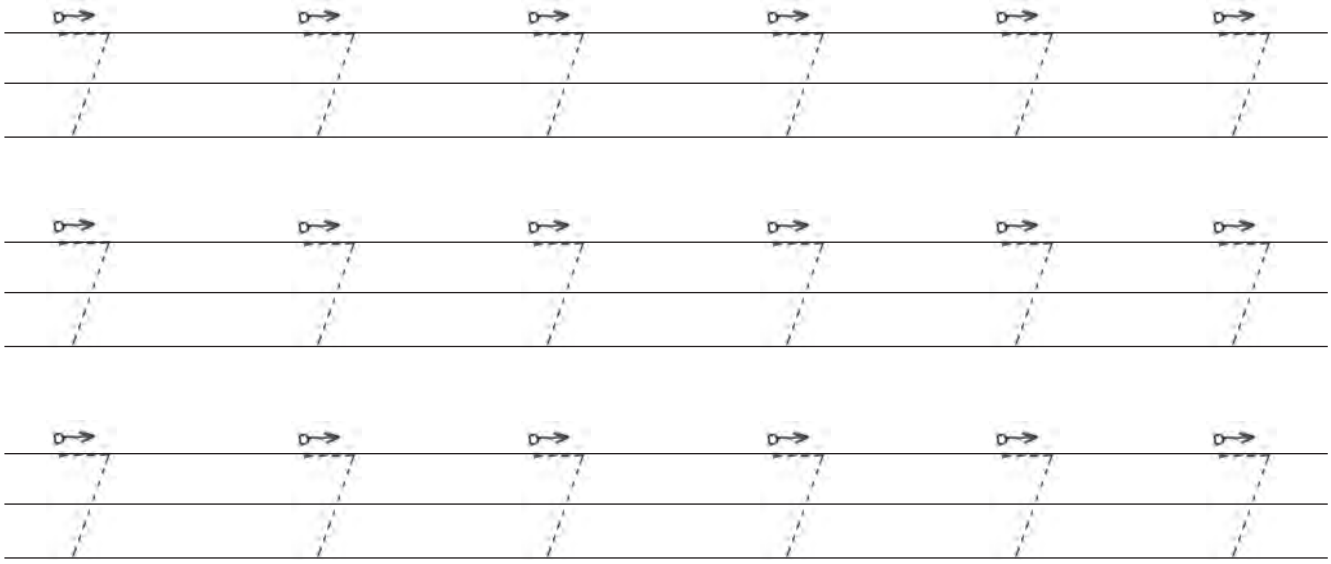
Teacher's Remark(s):

Teacher's Signature and Date:

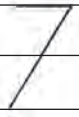
Reprint 2024

7  seven butter lamps

Trace:



Write:

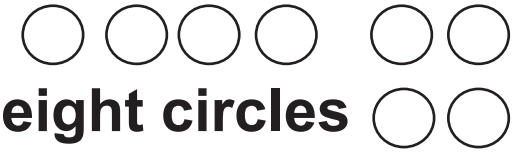


Teacher's Remark(s):

Teacher's Signature and Date:

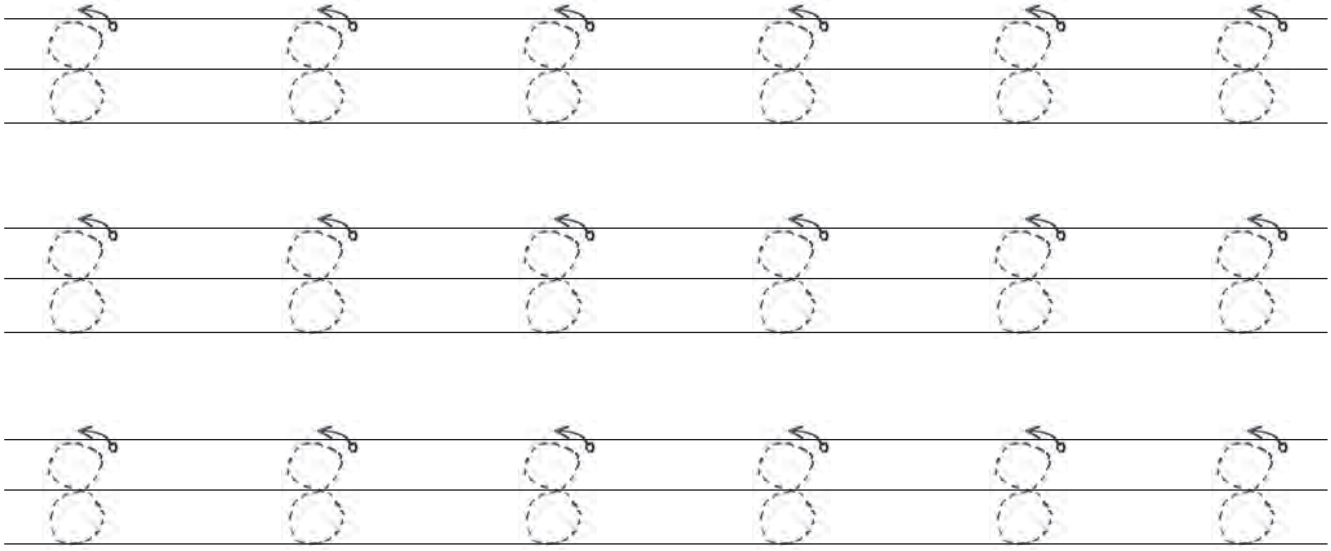
Reprint 2024

8

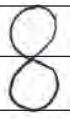


eight circles

Trace:



Write:

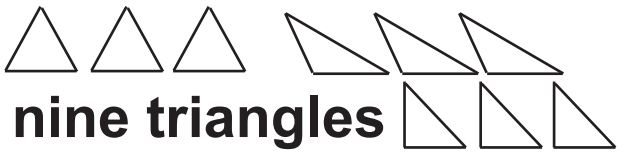


Teacher’s Remark(s):

Teacher’s Signature and Date:

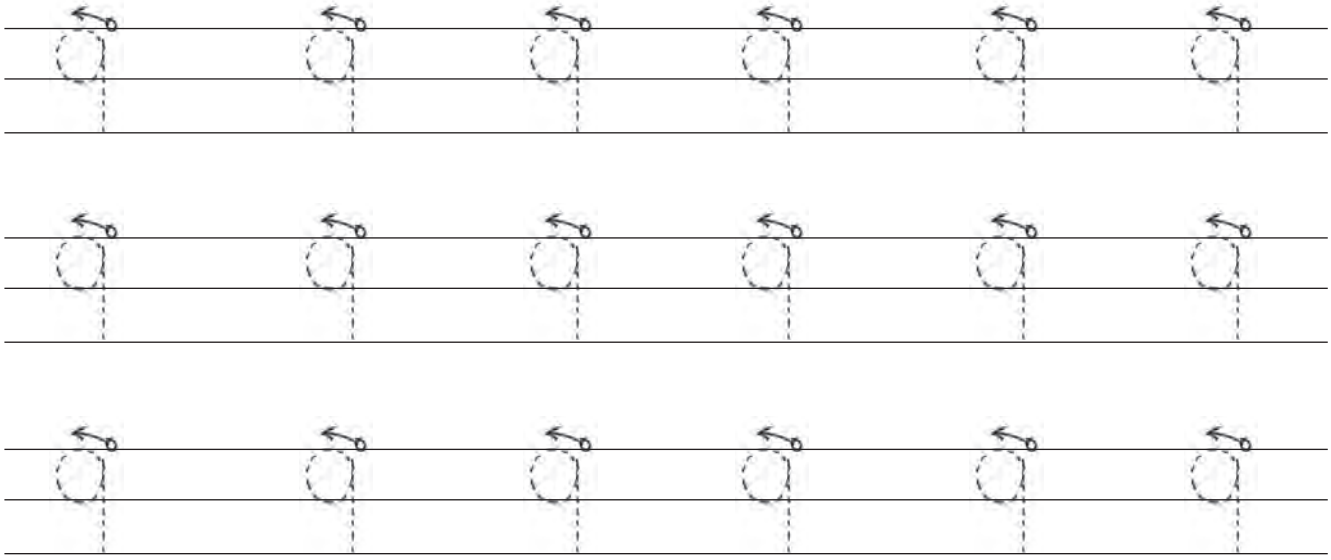
Reprint 2024

9

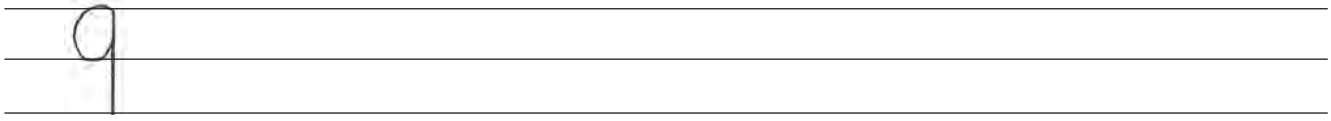


nine triangles

Trace:



Write:



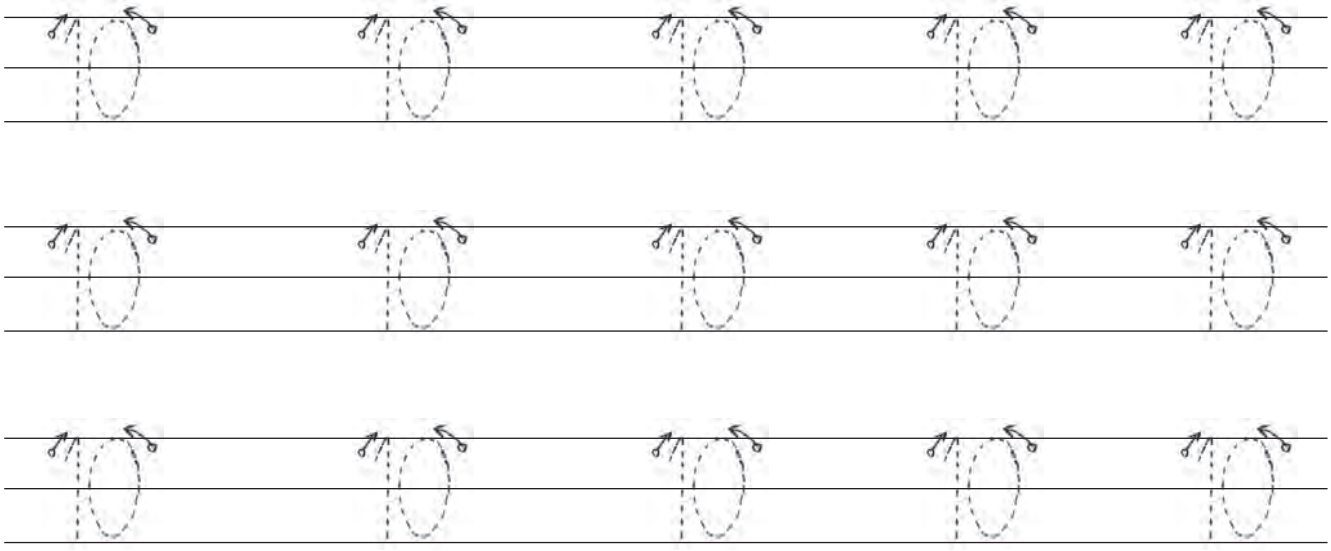
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

10 ten circles

Trace:



Write:

10

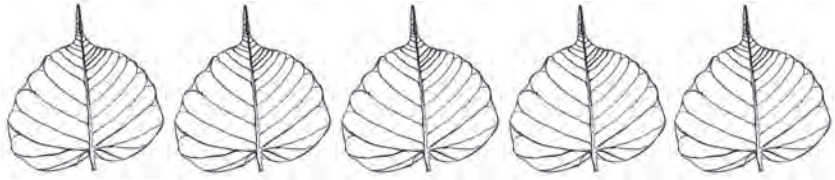
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

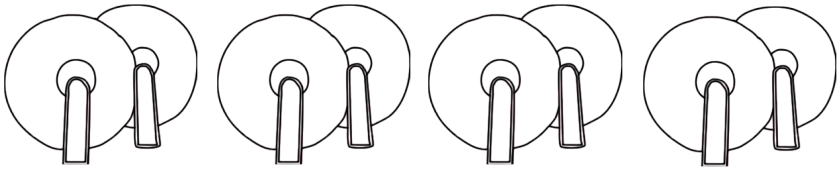
Match the numbers to the pictures.

5



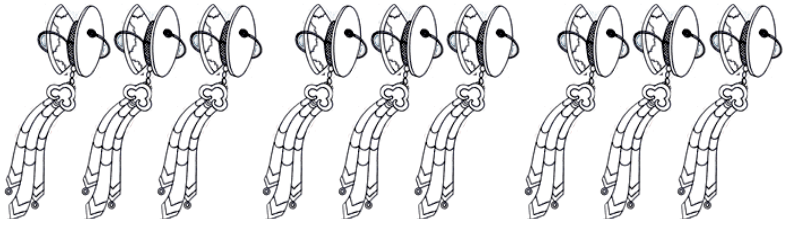
6

7

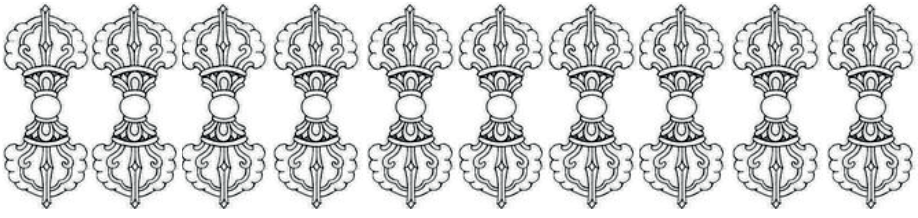


8

9



10



Teacher's Remark(s):

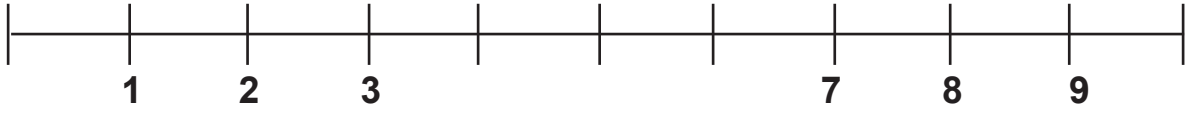
Teacher's Signature and Date:

Reprint 2024

Write the numbers from 1 to 10 as shown.

1 2 3 4 5 6 7 8 9 10

Write the missing numbers on the number lines.

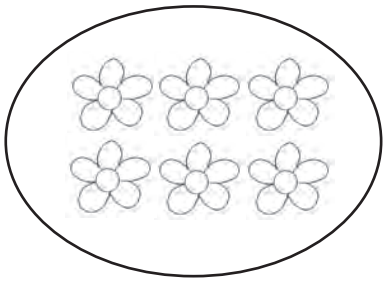


Teacher's Remark(s):

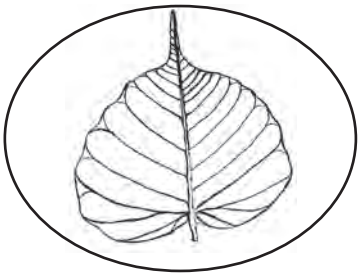
Teacher's Signature and Date:

Reprint 2024

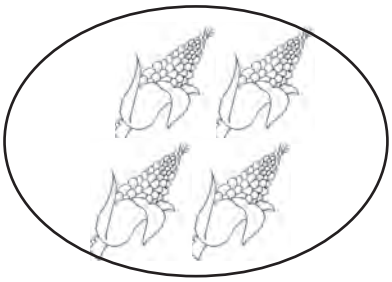
Write the numbers below each set.



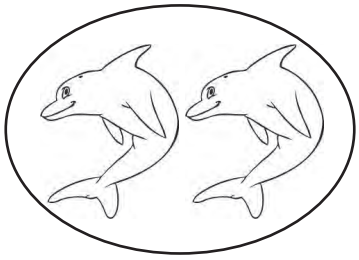
_____



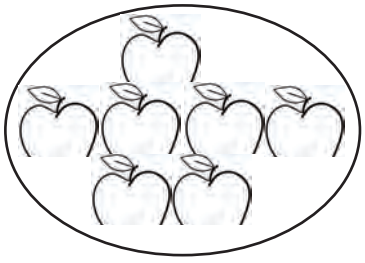
_____



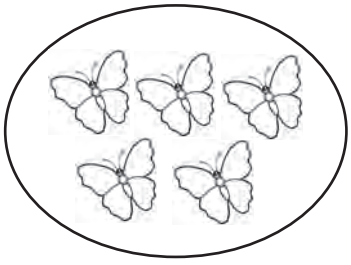
_____



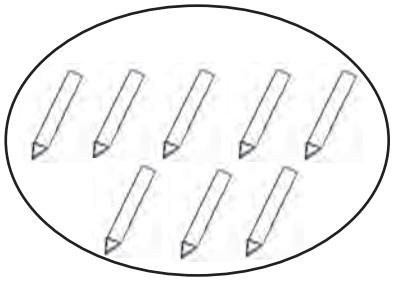
_____



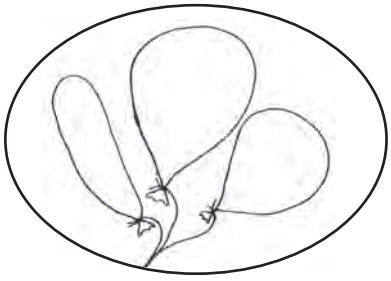
_____



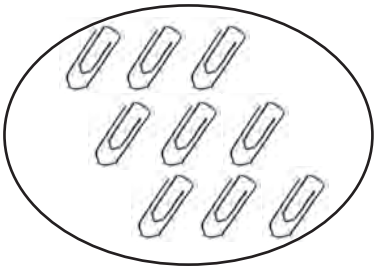
_____



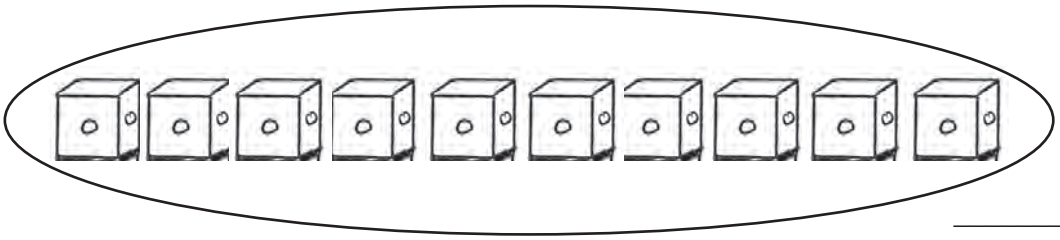
_____



_____



_____



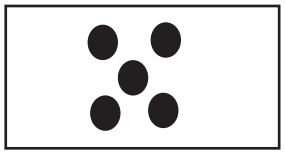
_____

Teacher's Remark(s):

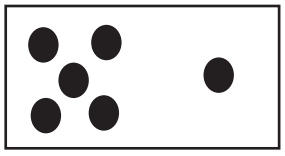
Teacher's Signature and Date:

Reprint 2024

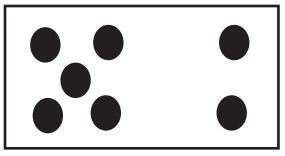
Count the dots in each box and write the number under each.



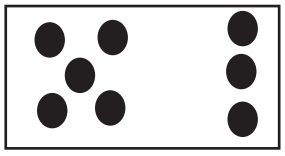
_____



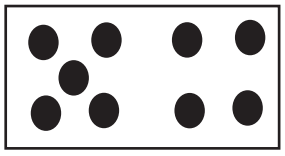
_____



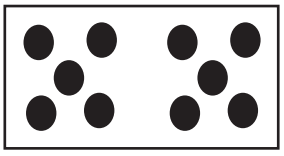
_____



_____



_____



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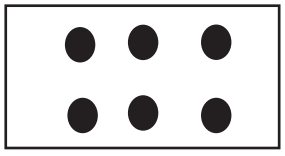
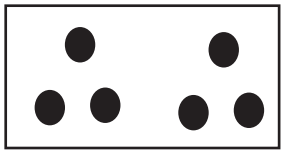
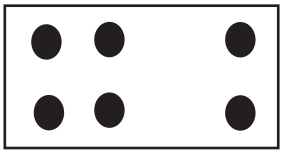


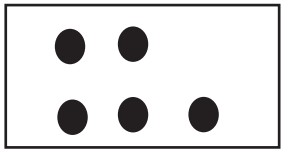
_____



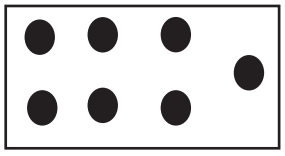
_____



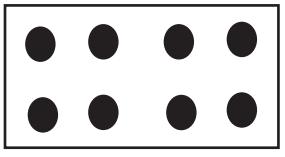
_____



_____



_____



_____

Teacher’s Remark(s):

Teacher’s Signature and Date:

Reprint 2024

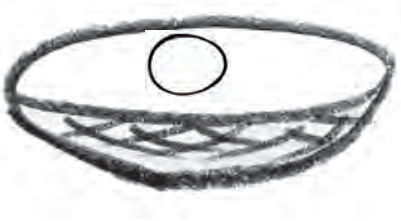
Write the number of eggs below each bangchung.

_____

_____

_____

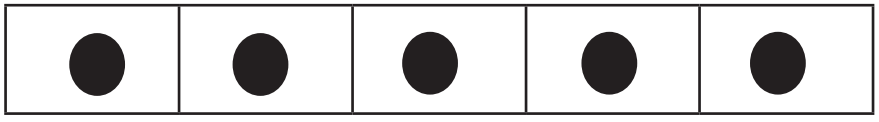
_____



_____

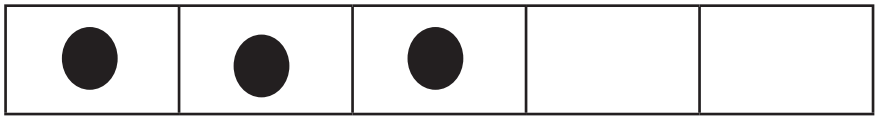
_____

Write the number for the counters on the 5-frames.



_____

_____



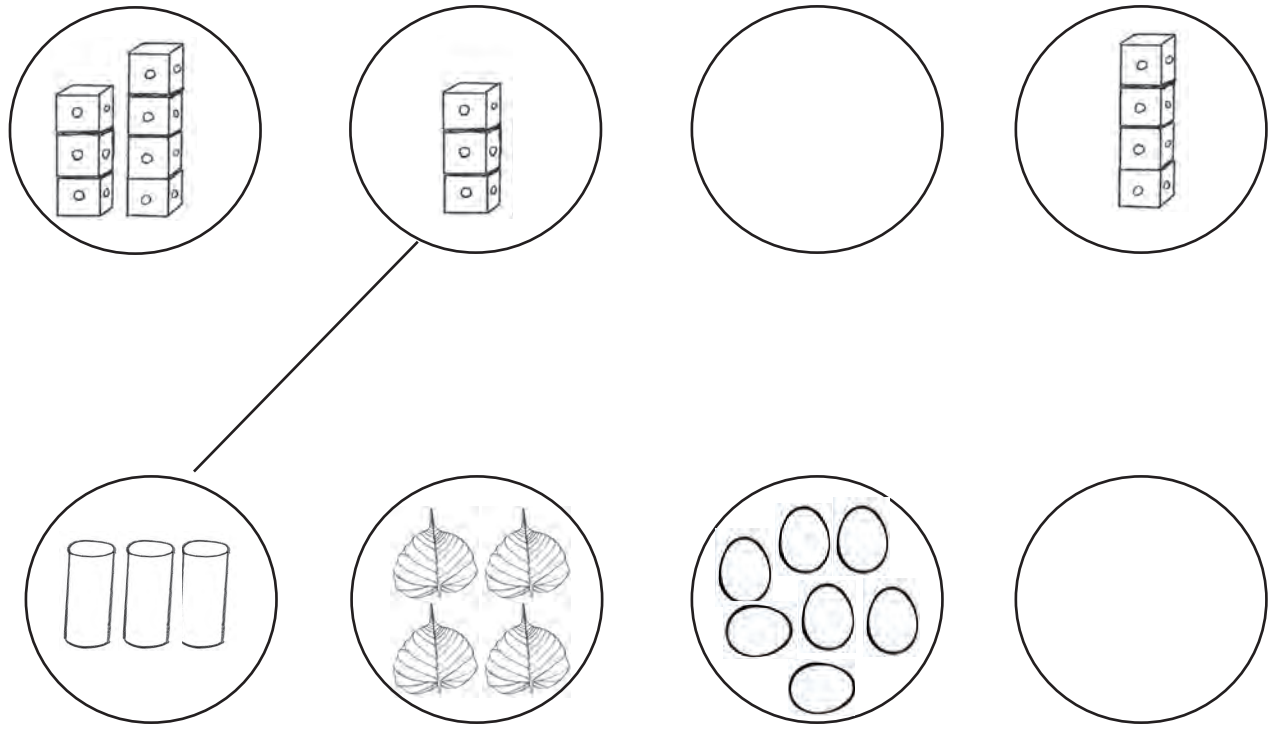
_____

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Match the sets having the same numbers of items.



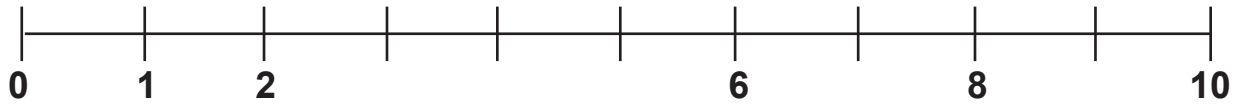
Write 0 on the number line.

Teacher's Remark(s):

Teacher's Signature and Date:

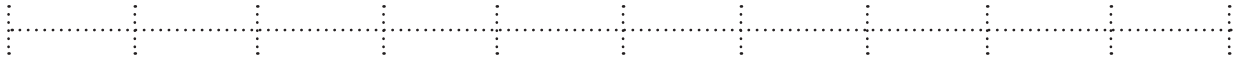
Reprint 2024

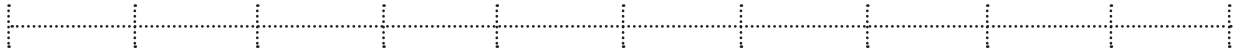
Write the missing numbers on the number line.



Write the the numbers from 0 to 10 on the number line.

Trace to make a number line, and write the numbers.





Draw a number line.

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

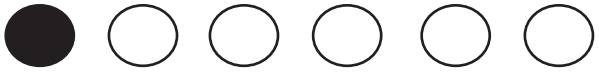
Each line of counters below shows the number 6 by using two colours of counters. Write the number of black and white counters in each line.

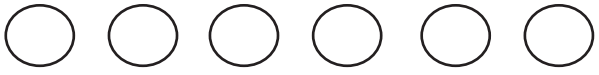
Example  5 and 1 is 6

Example  4 and 2 is 6

 ___ and ___ is 6

 ___ and ___ is 6

 ___ and ___ is 6

 ___ and ___ is 6

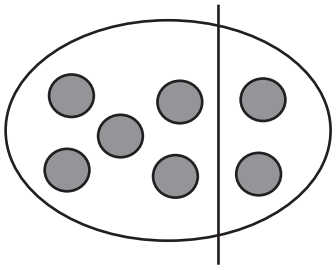
Teacher's Remark(s):

Teacher's Signature and Date:

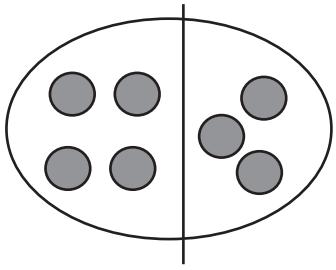
Reprint 2024

Each group of counters below shows the number 7. The counters in each group are separated by a line. Write the numbers for the counters on each side of the line.

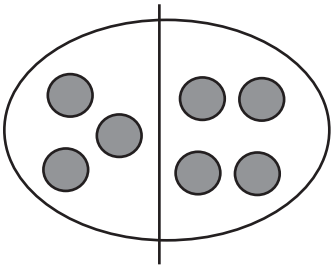
Example



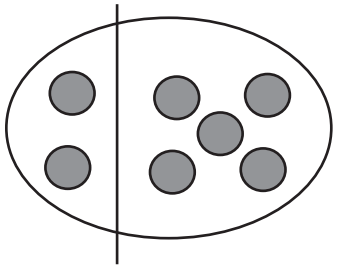
_5_ and _2_ is 7



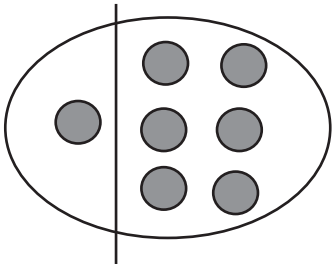
_4_ and _3_ is 7



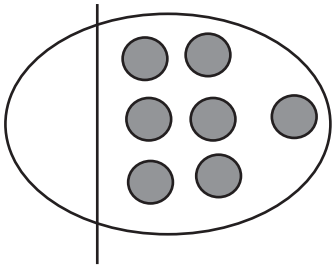
___and ___ is 7



___and ___ is 7



___and ___ is 7



___and ___ is 7

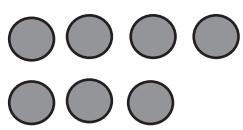
Teacher's Remark(s):

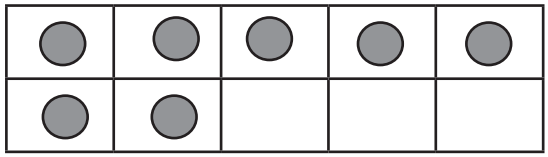
Teacher's Signature and Date:

Reprint 2024

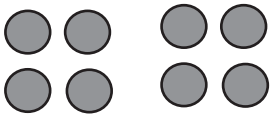
Represent the counters on the 10-frames, and write the numbers.

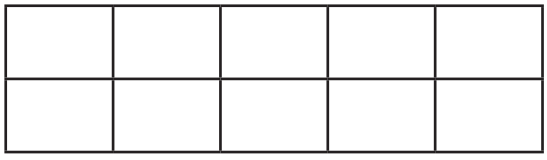
Example

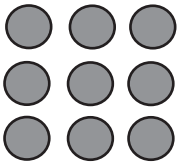


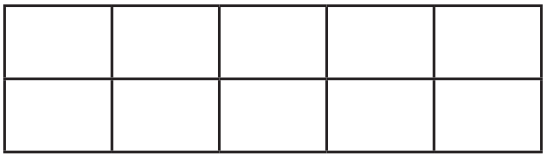


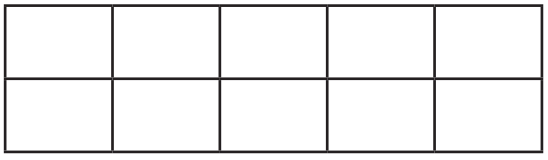
7

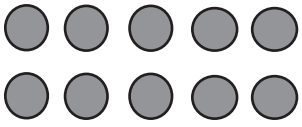


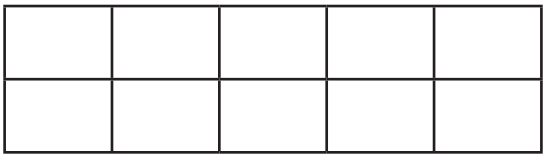












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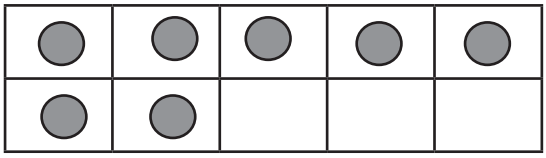
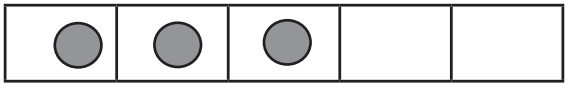
The 10-frame below shows the number 7. Answer the questions that follow it.



Question: By how much is 7 more than 5?
Answer: _____

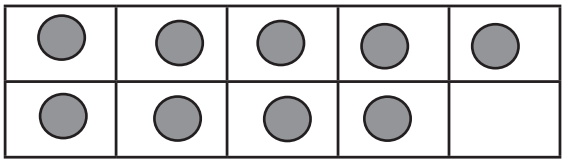
Question: By how much is 7 less than 10?
Answer: _____

The 5-frame below shows the number 3. Answer the question that follow it.



Question: By how much is 3 less than 5?
Answer: _____

Answer the questions that follow the 10-frame below.



Question: What number does the above 10-frame show?
Answer: _____

Question: By how much is it less than 10?
Answer: _____

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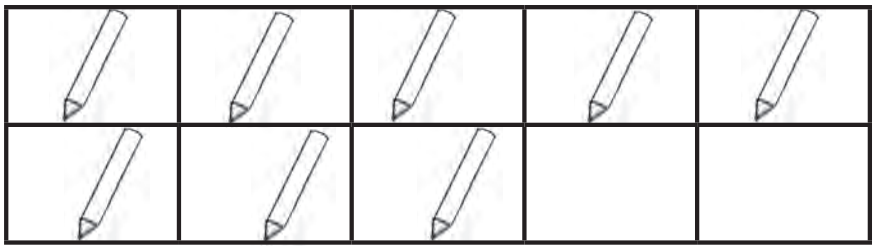
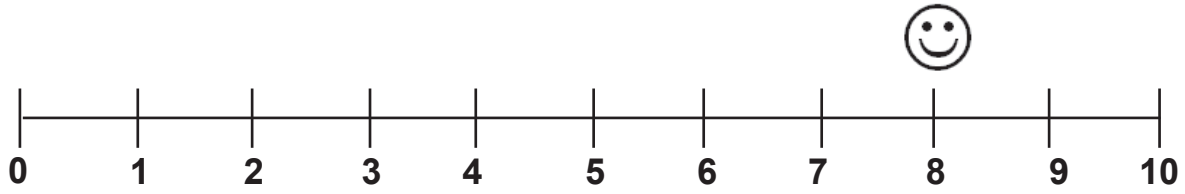
You have 8 pencils, as shown below.



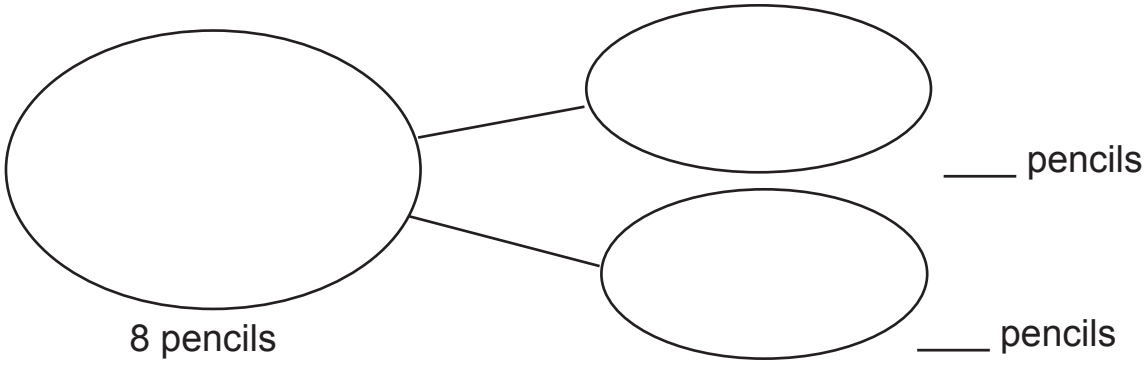
Question: How many more do you need to have 10 pencils?
Answer: _____

You are at number 8 on the number line, as shown.



Question: How much farther do you have to go to get to 10?
Answer: _____

Draw 8 pencils. Separate them into two parts by drawing. How many are in each part?



Teacher's Remark(s):

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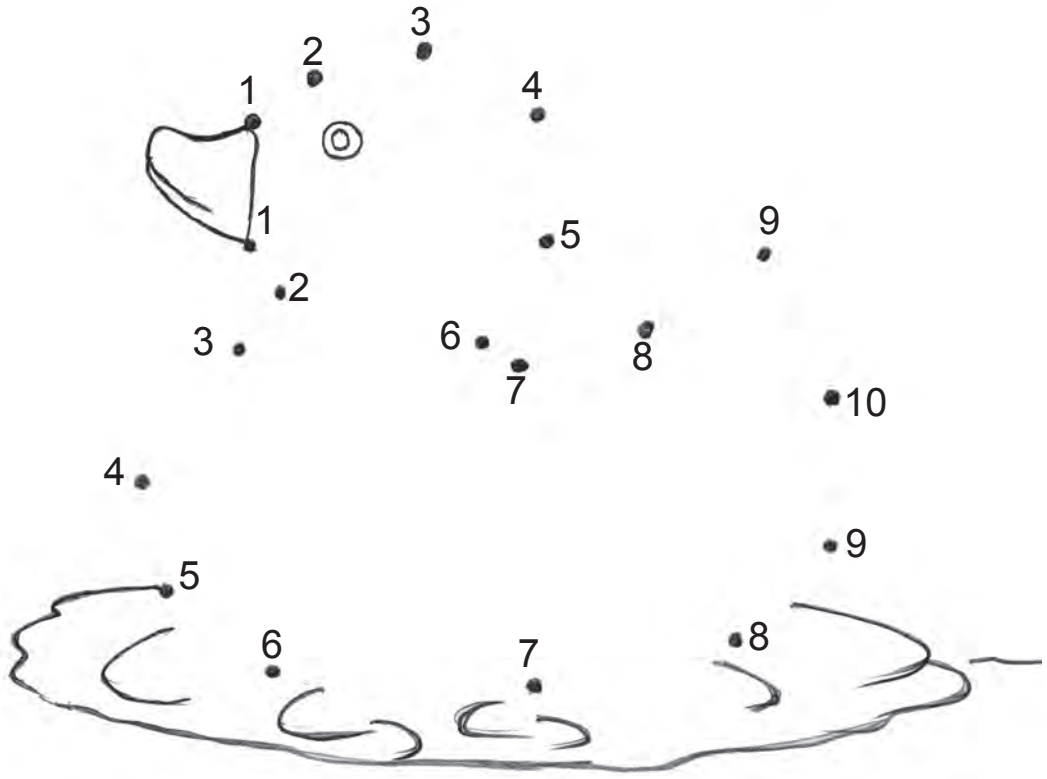
Write the numbers that come **before** the numbers below.

3 4	___ 7	___ 3	___ 10	___ 1

Write the numbers that come **after** the numbers below.

5 6	8 ___	0 ___	9 ___	3 ___	7 ___

Join the dots as you move your pencil from 1 to 10. What have you drawn? Colour your drawing.



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Write about yourself using a number in each sentence.

About Me

Example:

I have ___1___ mouth.

I have _____ nose.

I have _____ legs.

I have _____ brothers.

I have _____ sisters.

I have _____ cats at home.

I am _____ years old.

I have _____

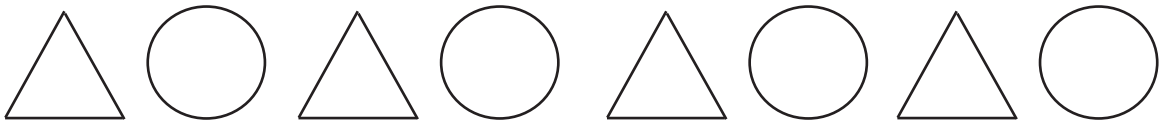
I have _____

Teacher's Remark(s):

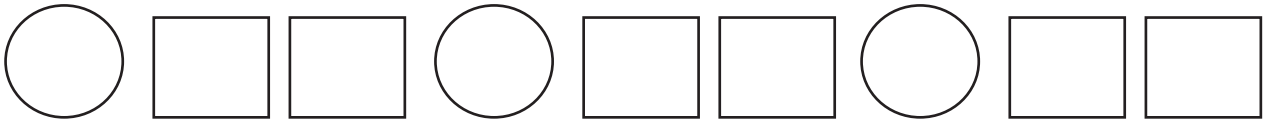
Teacher's Signature and Date:

Reprint 2024

Copy the shape patterns. Explain verbally why each is a shape pattern.



Copy here:



Copy here:

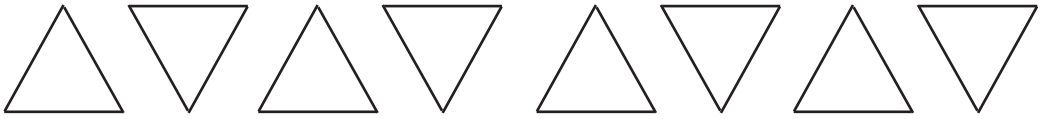
Copy here:

Teacher's Remark(s):

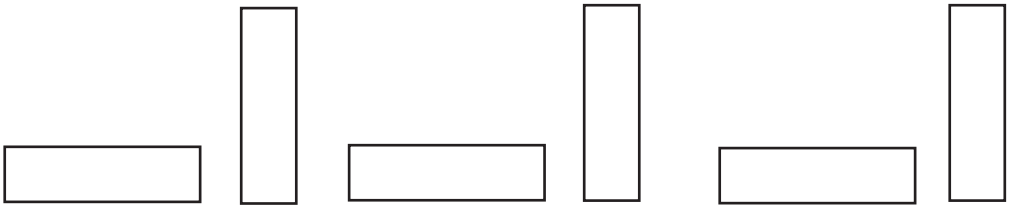
Teacher's Signature and Date:

Reprint 2024

Copy the position patterns. Explain verbally why each is a pattern.



Copy here:



Copy here:

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Teacher's Remark(s):

Teacher's Signature and Date:

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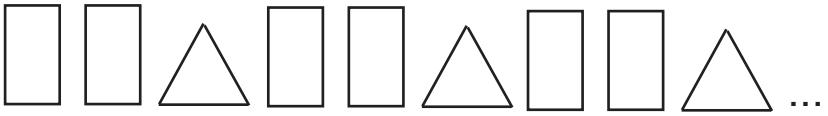
Extend the shape patterns.



Extend the letter patterns.

A B A B A B ...

A A B A A B A A B ...

Extend the number patterns.

1 2 1 2 1 2 1 2 ...

2 4 2 4 2 4 2 4 ...

3 5 5 3 5 5 3 5 5...

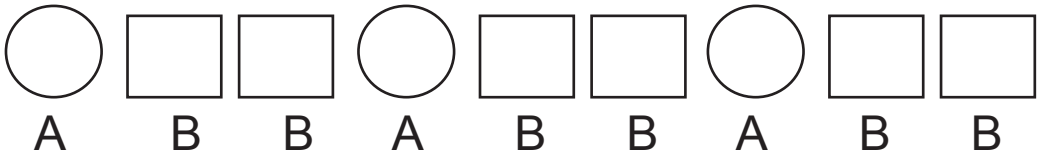
Teacher's Remark(s):

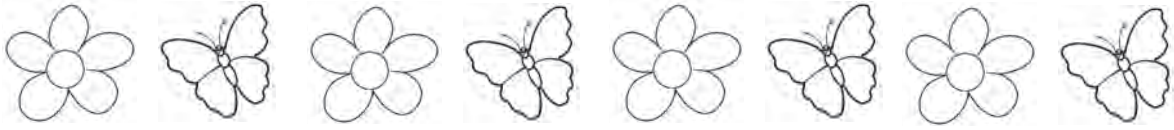
Teacher's Signature and Date:

Reprint 2024

Translate the various shape patterns into letter codes using A and B. Tell which patterns have the same letter codes.

Example:





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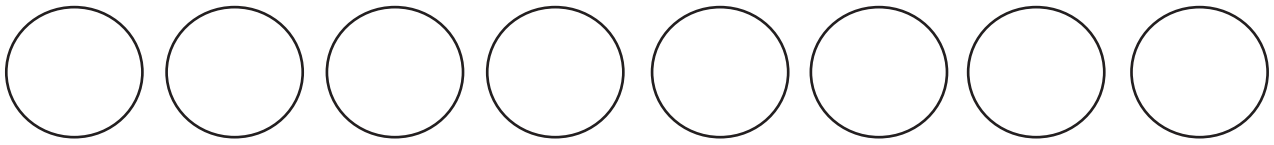
Make a colour pattern by colouring the circles below. Explain verbally how it is a pattern.



Make a shape pattern by using triangles (△) and circles (○). Explain verbally how it is a pattern.

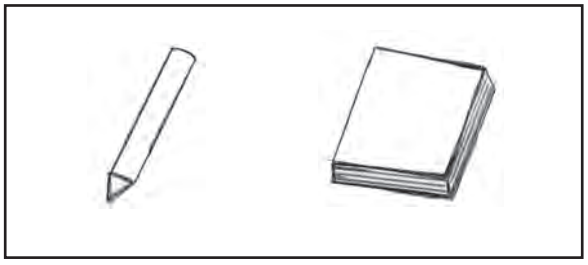
Make a shape pattern by drawing any shapes you like. Explain verbally how it is a pattern.

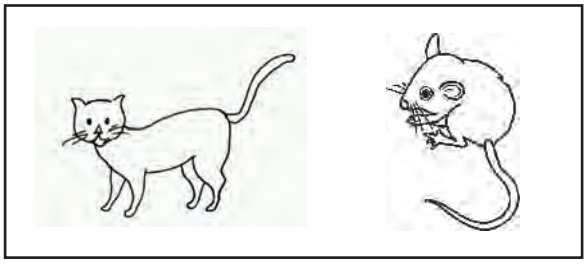
Teacher's Remark(s):

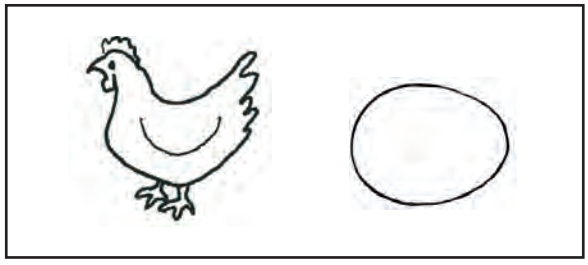
Teacher's Signature and Date:

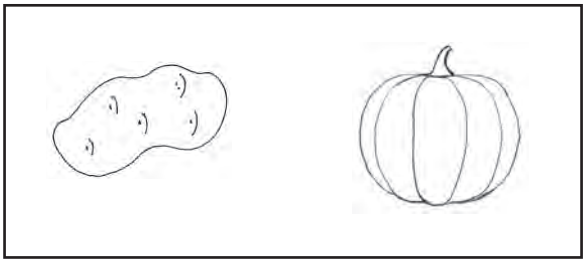
Reprint 2024

Which one of the two objects in the box do you think would be **heavier**? Circle it.

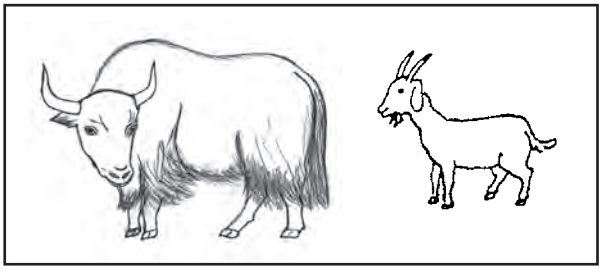


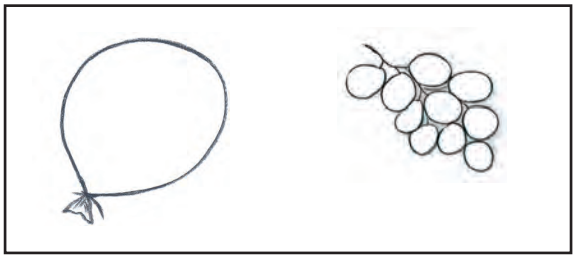






Which one of the two objects in the box do you think would be **lighter**? Circle it.





Teacher's Remark(s):

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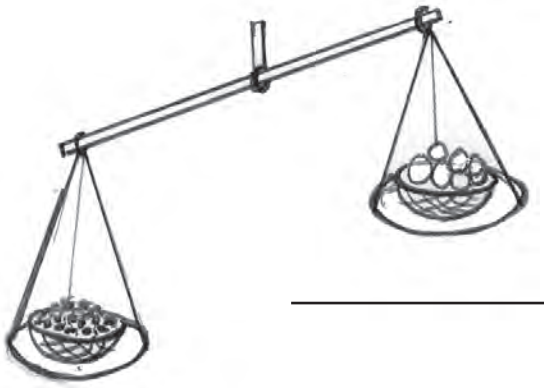
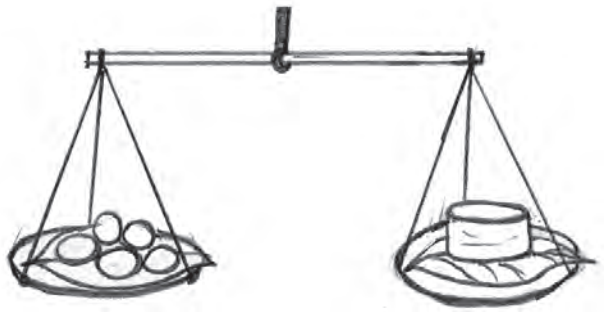
Compare the two things on a pan balance, and write **lighter, heavier,** or **the same** under each.

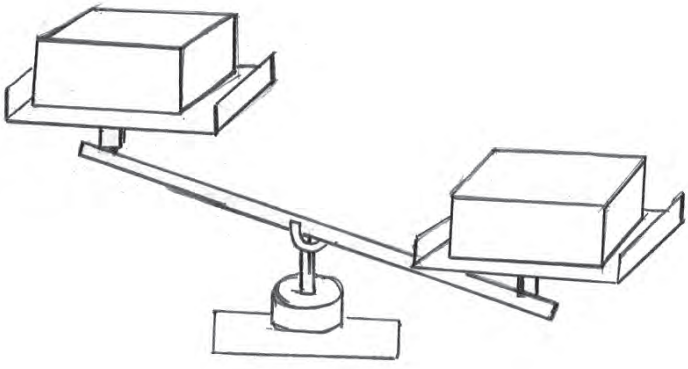


_____



_____ _____

The two boxes on the pan balance are gifts for you. One box contains a teddy bear and the other a watch. Match the teddy bear and the watch to a box each. Explain your matching verbally.



Teacher's Remark(s):

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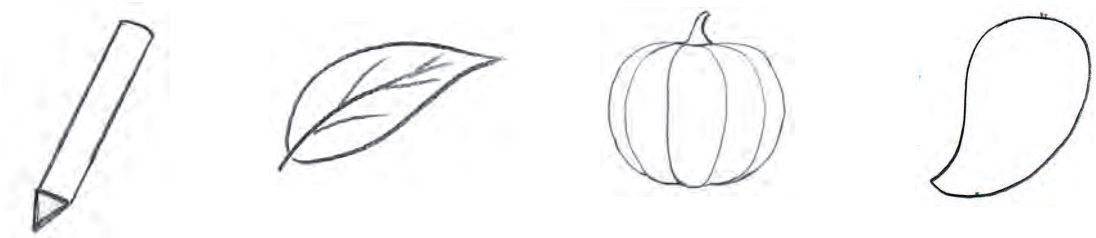
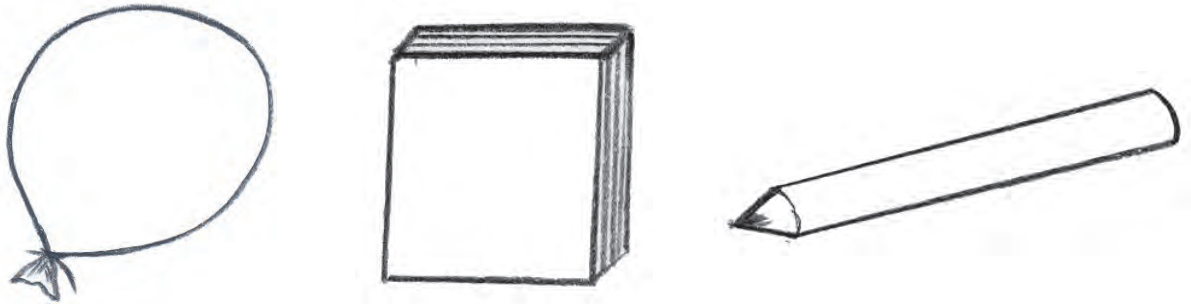
Reprint 2024

Order the things in line from the **lightest** to the **heaviest** by drawing.



Draw in order here:

Colour the **heaviest** object green and the **lightest** object yellow.



Teacher's Remark(s):

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Compare the capacities of the pairs of containers, and write **holds more, holds less**, and **holds about the same** under each.

Example


holds more holds less


_____ _____


_____ _____


_____ _____


_____ _____

Teacher's Remark(s):

Teacher's Signature and Date:

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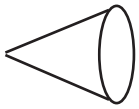
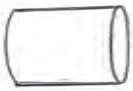
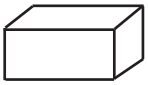
Match the shapes to their names.



cylinder

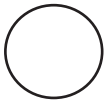


rectangular prism



cone

Match the shapes to their names.

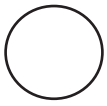


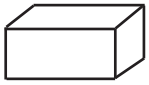
rectangle

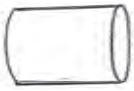
triangle

circle

Match the 2-D shapes to the 3-D shapes. Explain your matching verbally.







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Teacher's Signature and Date:

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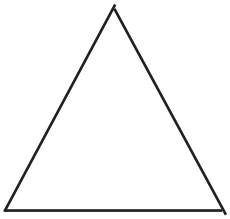
Match the names to the parts of the 2-D shapes using lines with an arrow head.

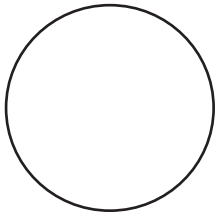
Example

rectangle

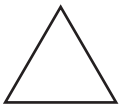
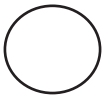
triangle



circle



Fill up the table below.

	How many edges?	How many corners?
Rectangle 		
Triangle 		
Circle 		

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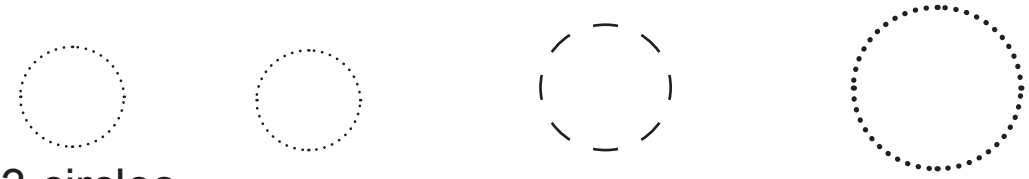
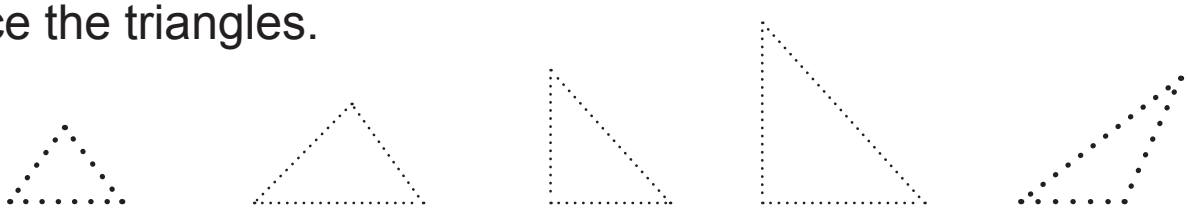
Trace the circles.



Draw 3 circles.

Trace the triangles.



Draw 4 triangles.

Trace the rectangles.

Draw 3 rectangles.

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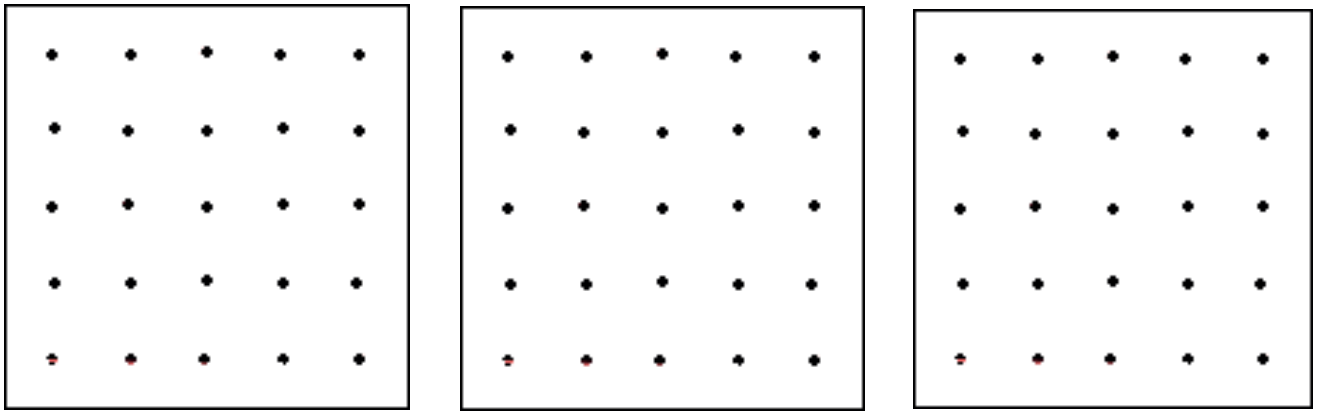
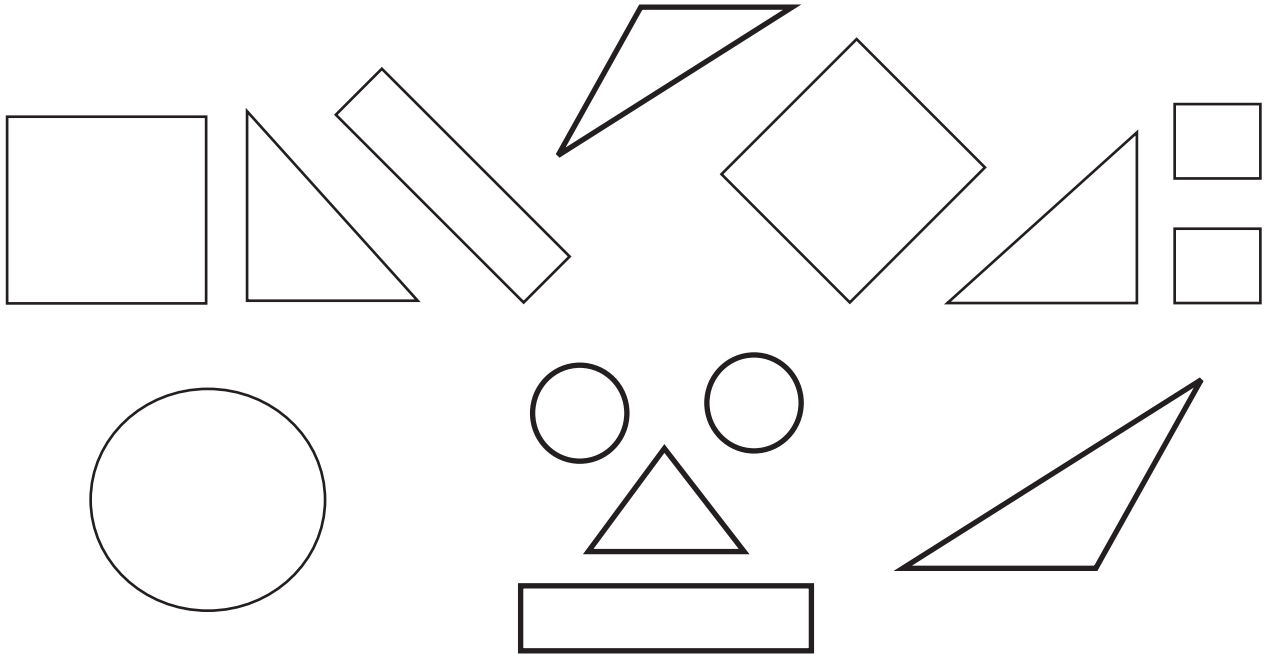
Draw different triangles and rectangles by joining the dots.



Colour all the **rectangles** brown, all the **triangles** orange, and all the **circles** purple.

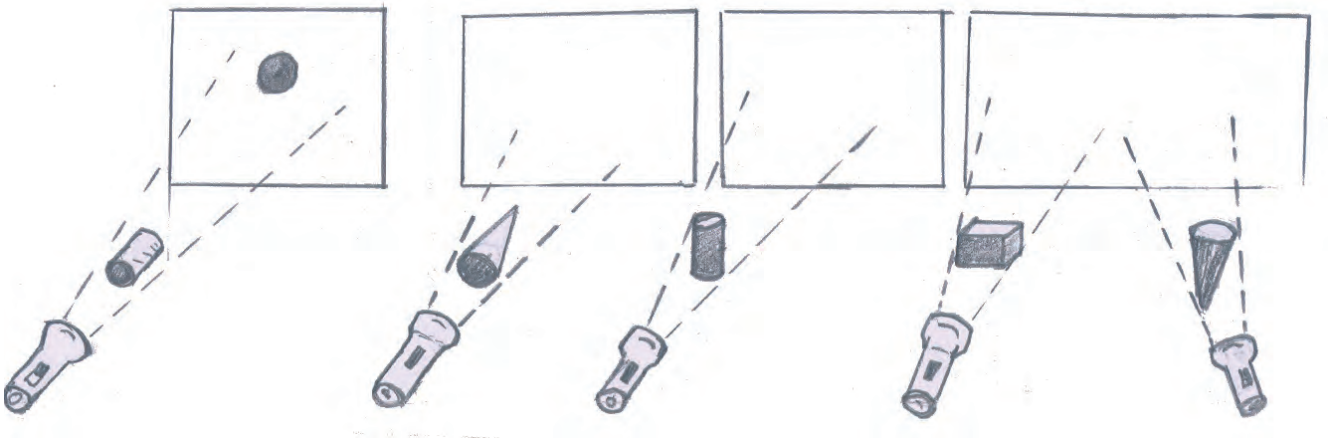


Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Draw the shadows on the wall.



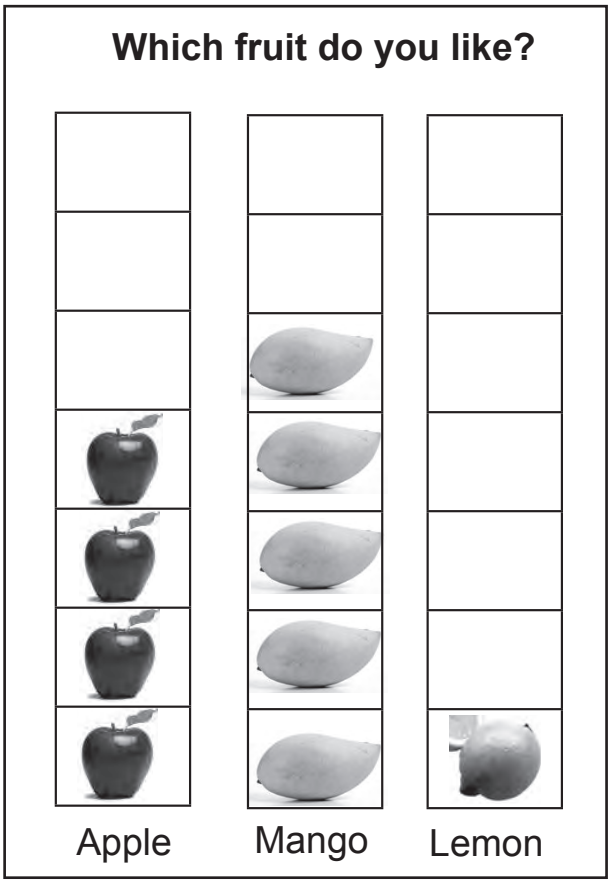
Draw pictures of animals, or houses, or anything you like using **triangles**, **rectangles** and **circles**.

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

The favourite fruits of some children are shown in the picture graph.



Q: How many columns are there for this graph?
A: There are _____ columns.

Q: Which fruit is liked by most children?
A: Most children liked _____.

Q: Which fruit is liked by only 1 child?
A: _____.

Q: How many children liked apple?
A: _____ children liked apple.

Q: How many children in all have answered the question?
A: _____.

Q: Which of these 3 fruits do you like the most?
A: _____.

Teacher's Remark(s):

Teacher's Signature and Date:

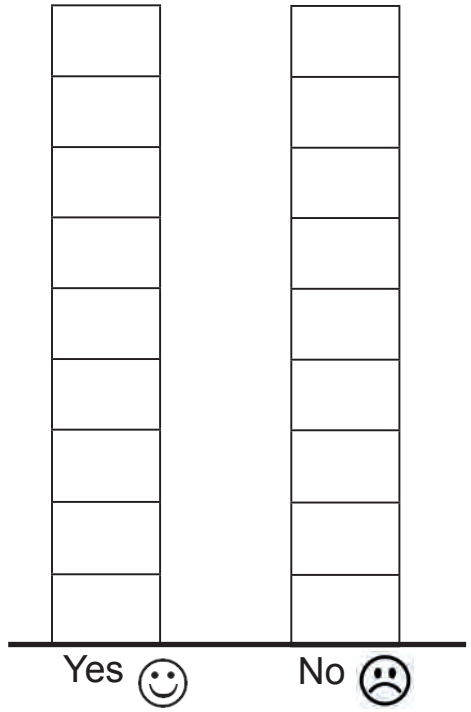
Reprint 2024

Decide on a question to ask your friends. Use the data recording table and the graphing mat to show your results. Your teacher will help you with this activity.

Do you like _____?

Yes ☺										
No ☹										

Do you like _____?



Talk about your graph verbally.

What did you find out about your friends?

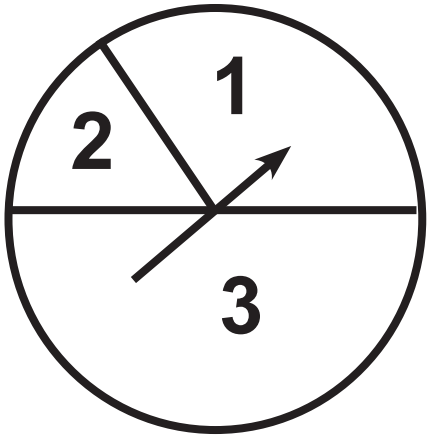
How many friends answered your question?

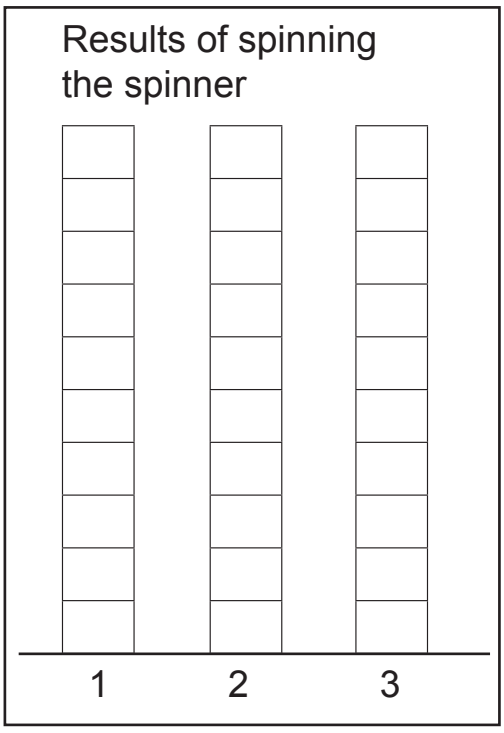
Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

The column graph shows the results of spinning the spinner below.





Q.1: Which number in the spinner did the pointer land on most of the time?
A: _____.

Q.2: How many times did the pointer land on number 1?
A: _____.

Q.3: If you spin the spinner, on which number is the pointer most likely to land? Why do you think so?
A: _____.

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Write the **ordinal numbers.**

1st

2nd

3rd

4th

5th

6th

7th

8th

9th

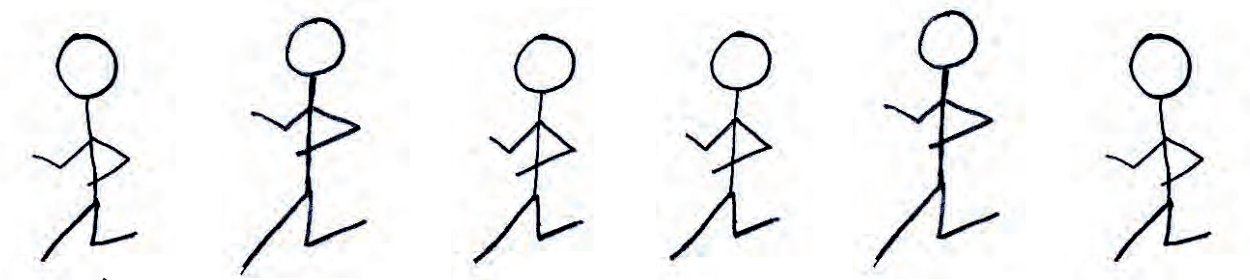
10th

Teacher's Remark(s):

Teacher's Signature and Date:

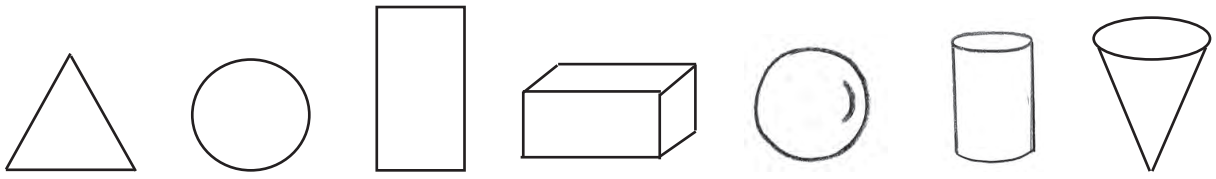
Reprint 2024

Match the **ordinal numbers** with the runners.



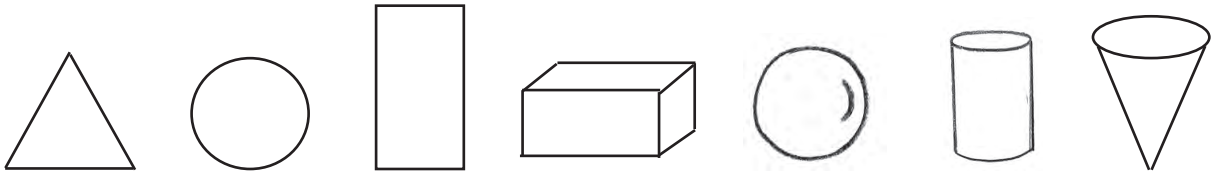
2nd 1st 4th 3rd 6th 5th

Write the missing **ordinal numbers** for the shapes below.



1st 2nd ___ ___ 5th ___ ___

Write the missing **ordinal numbers** for the shapes below.



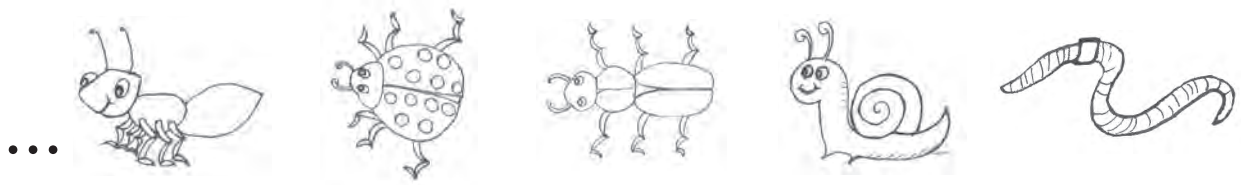
___ ___ ___ ___ ___ 2nd 1st

Teacher's Remark(s):

Teacher's Signature and Date:

Reprint 2024

Write the positions for the shapes below. The 5th and the 6th are indicated.



5th 6th _____ _____ _____

Write the **positions** for the fruits arranged from left to right. The 1st and the 2nd positions are already given.

1st 2nd ____ ____ ____ ____ ____ ____ ____

Q: How many fruits are there?
A: There are _____ fruits.

Q: Which position is in the middle between 1st and 3rd?
A: The position in the middle between 1st and 3rd is _____.

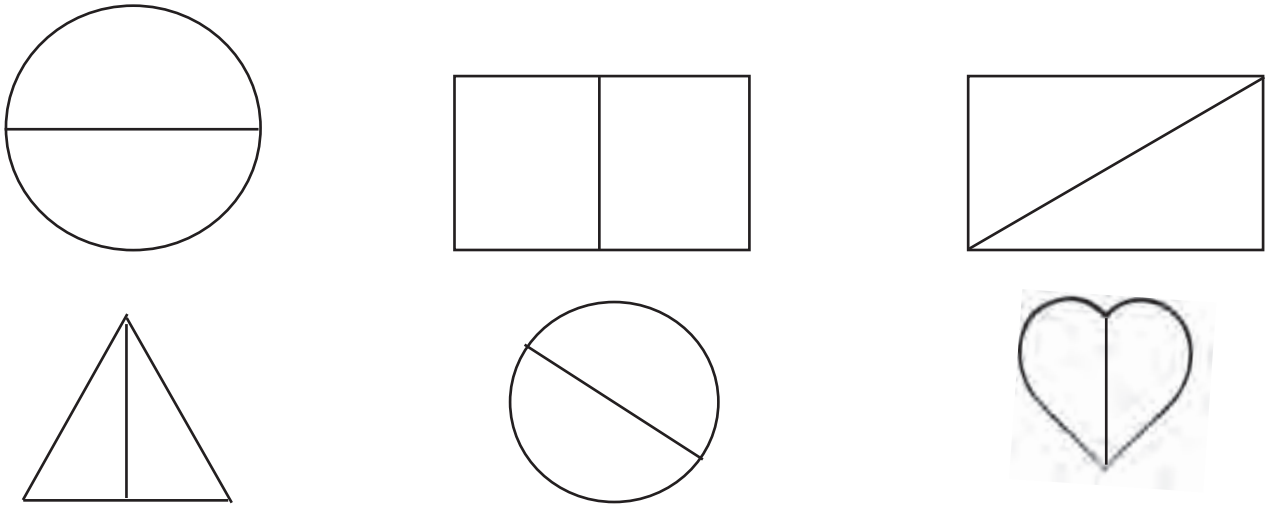
Q: Which positions are between 6th and 9th?
A: The positions between 6th and 9th are _____.

Teacher's Remark(s):

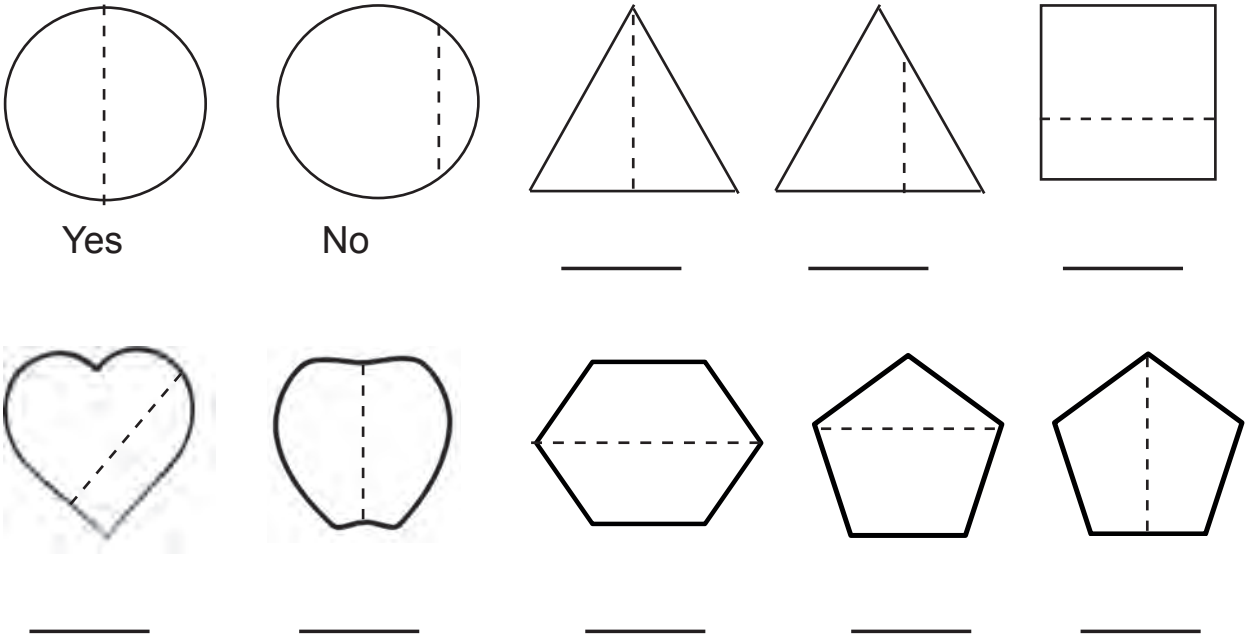
Teacher's Signature and Date:

Reprint 2024

Colour a half of each shape.



Is each shape divided into its two halves by the line - - - - - - -?
Write **Yes** or **No** under each shape.



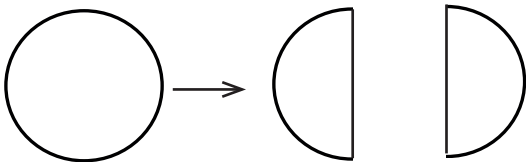
Teacher's Remark(s):

Teacher's Signature and Date:

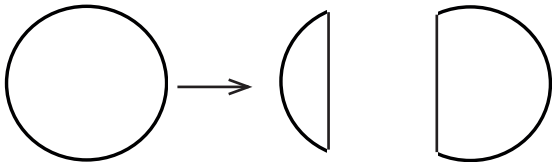
Reprint 2024

A whole shape is divided into two parts. Write **half**, or **not half** under each of the two parts.

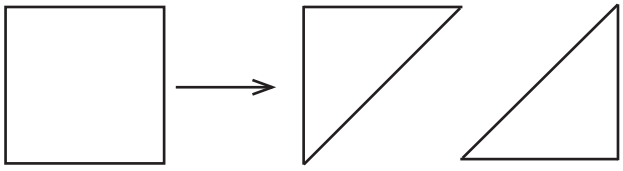
Example

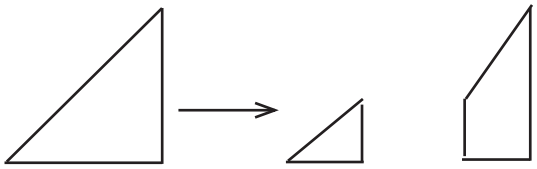


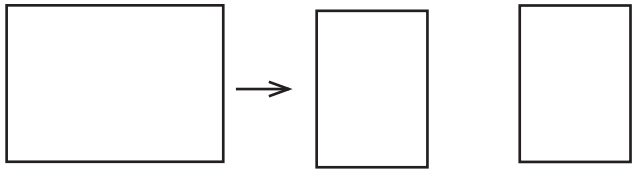
half half



not half not half





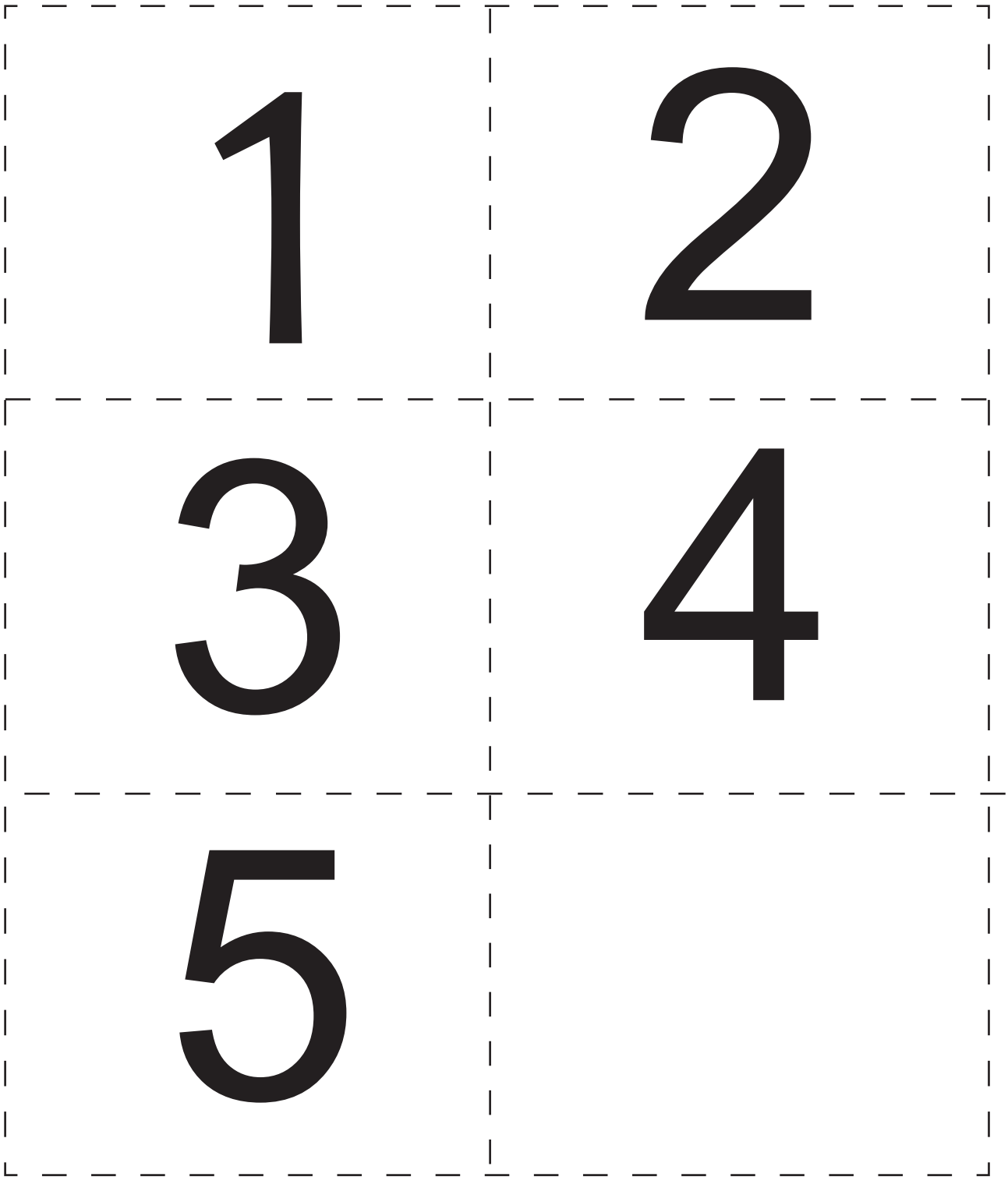


Teacher's Remark(s):

Teacher's Signature and Date:

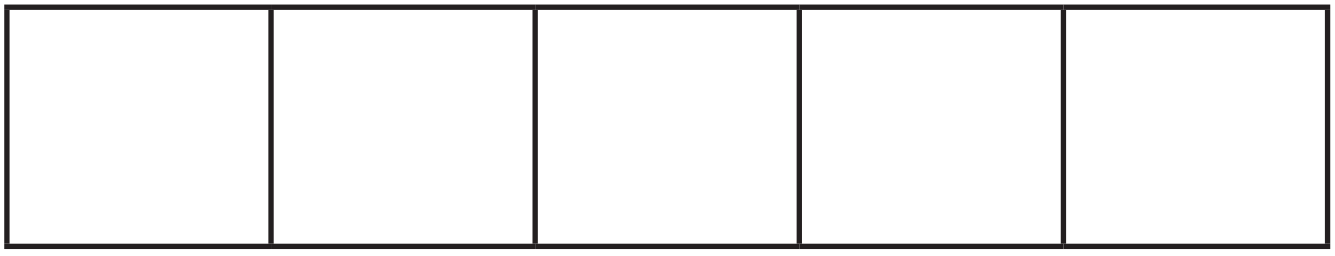
Reprint 2024

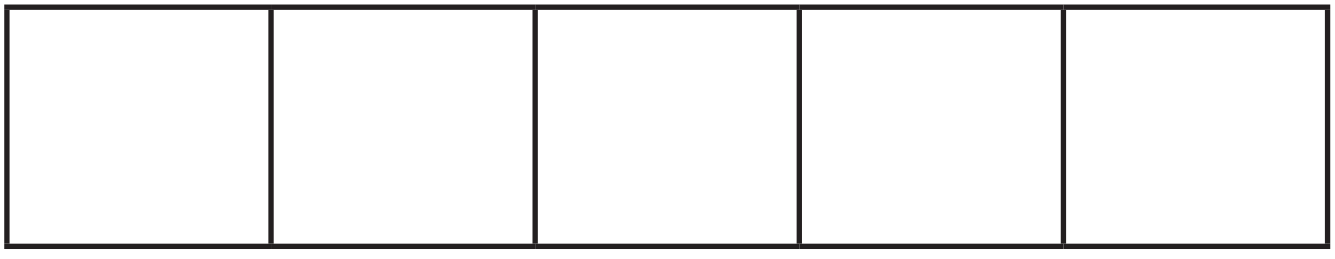
Numeral cards for 1 to 5



Reprint 2024

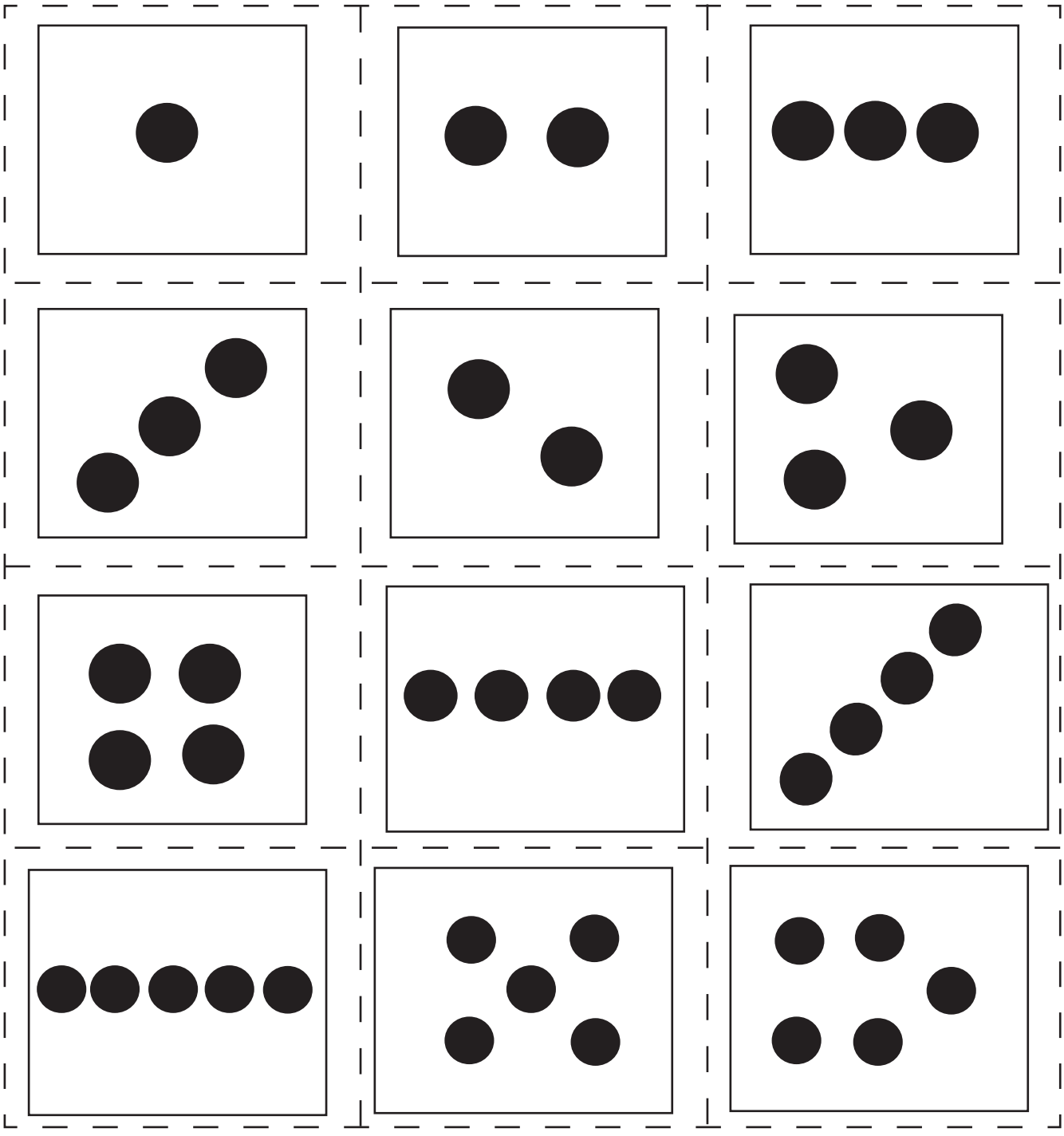
5-frames





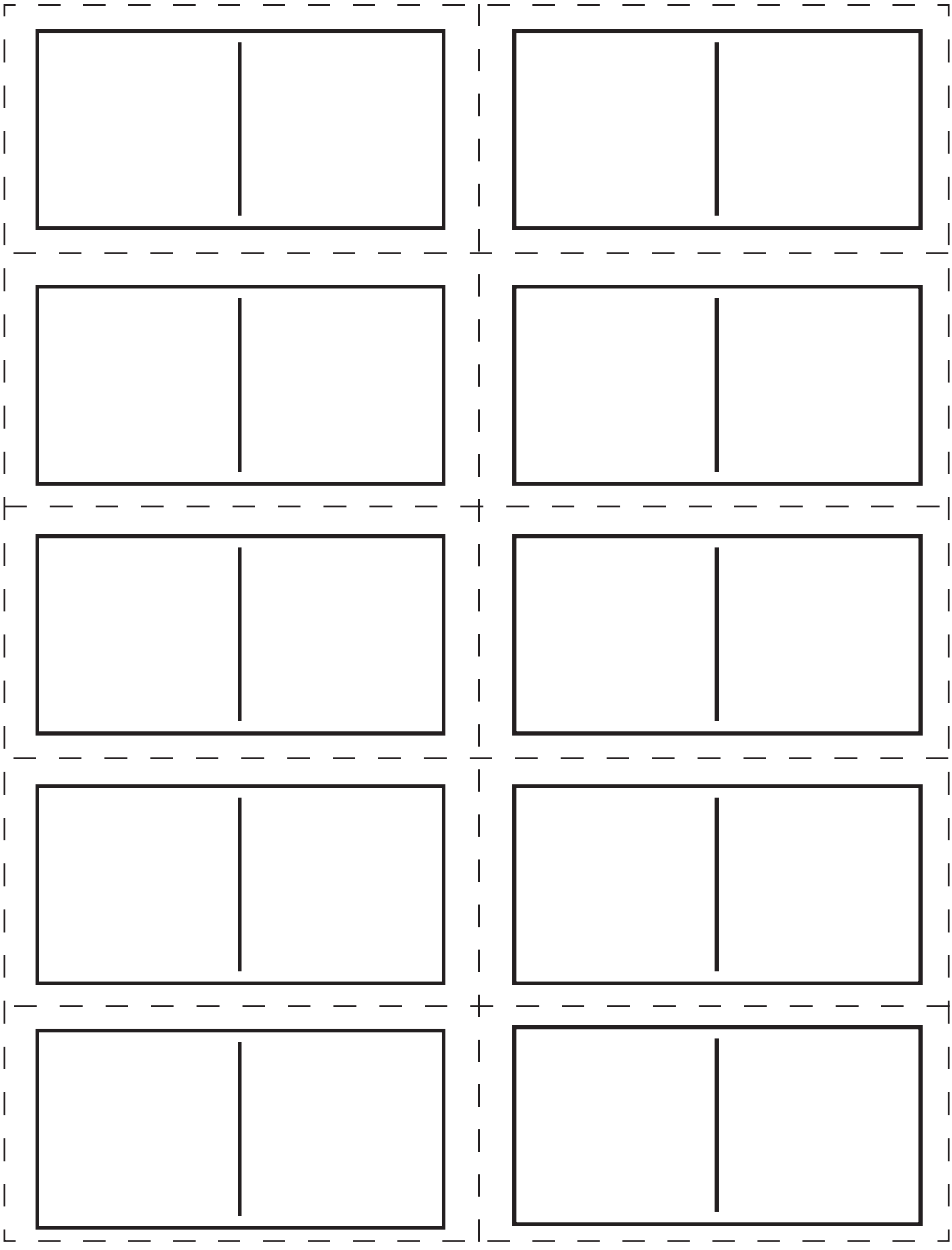
Reprint 2024

Dot cards



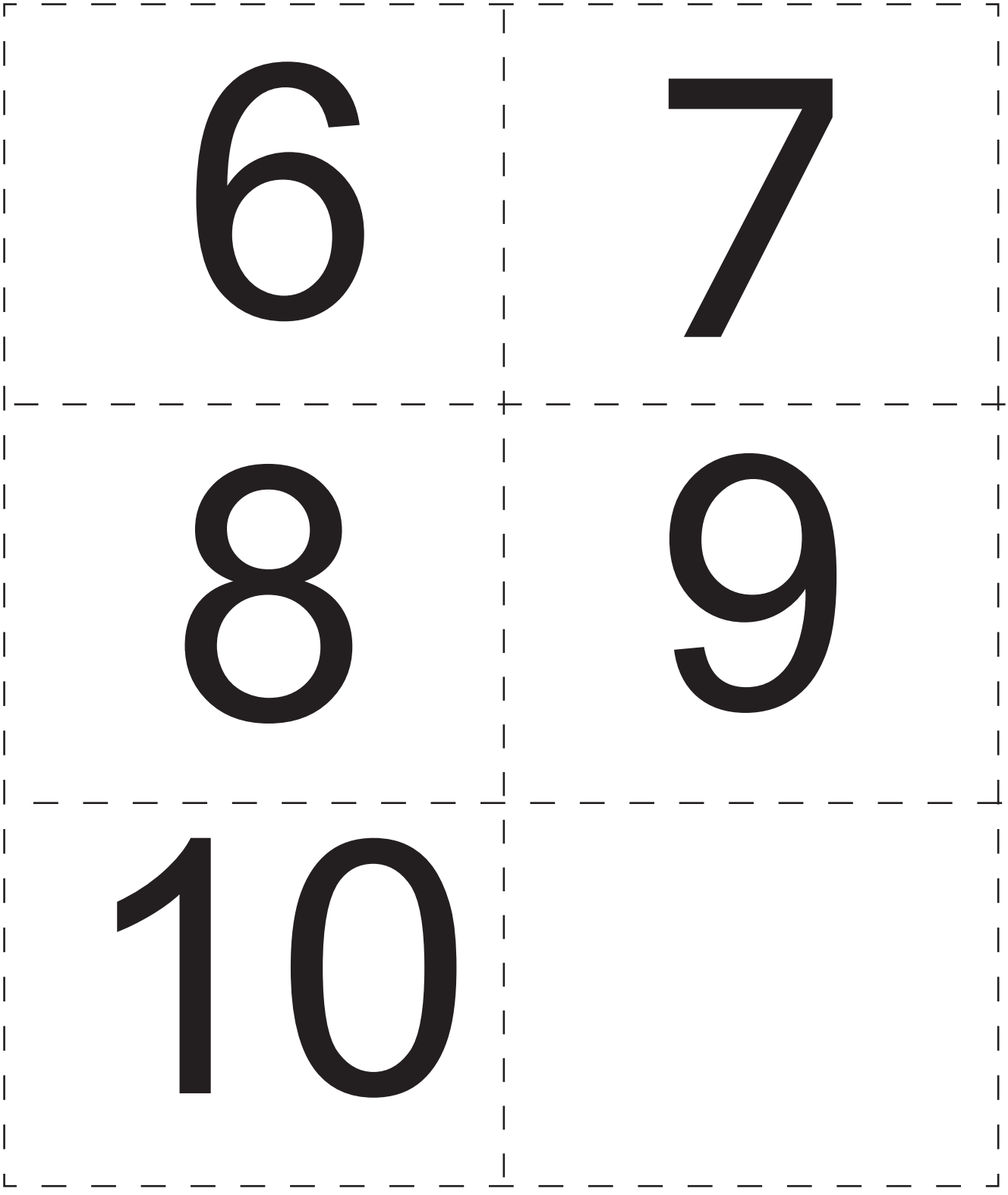
Reprint 2024

Empty domino cards



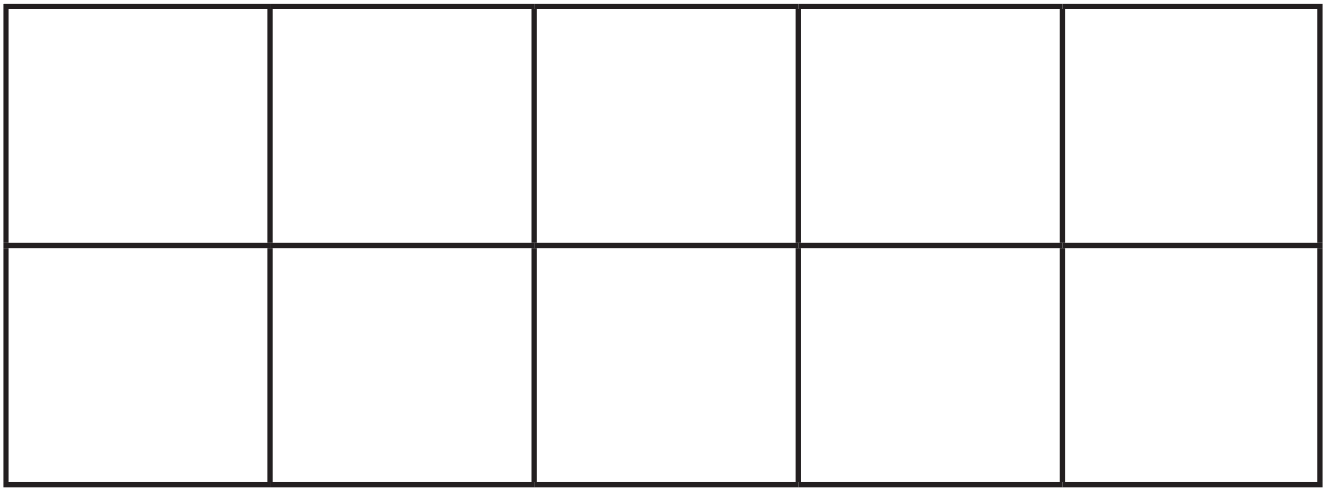
Reprint 2024

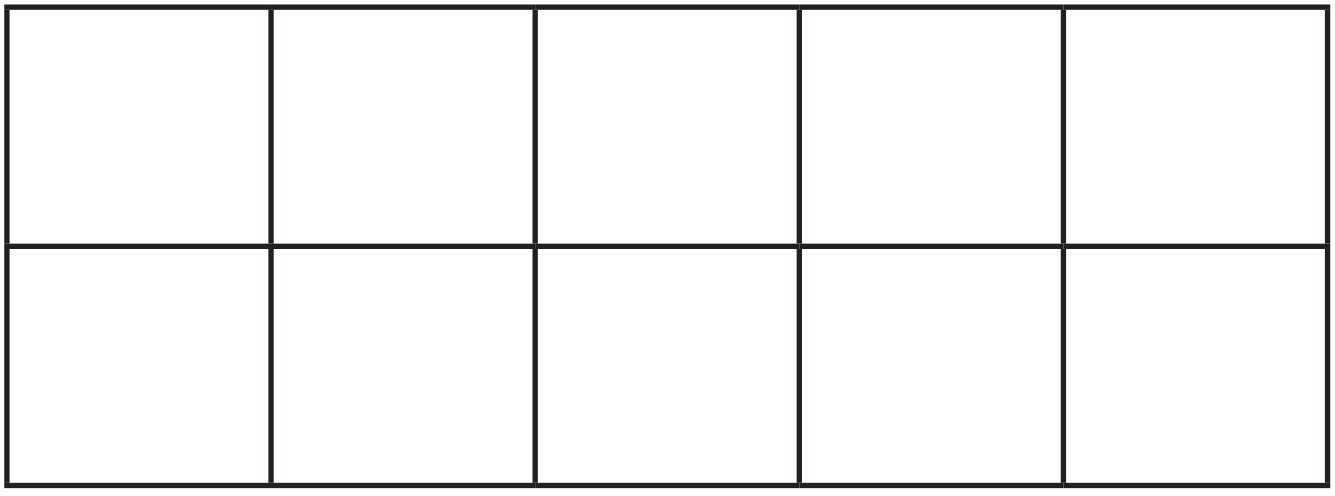
Numeral cards for numbers 6 to 10.

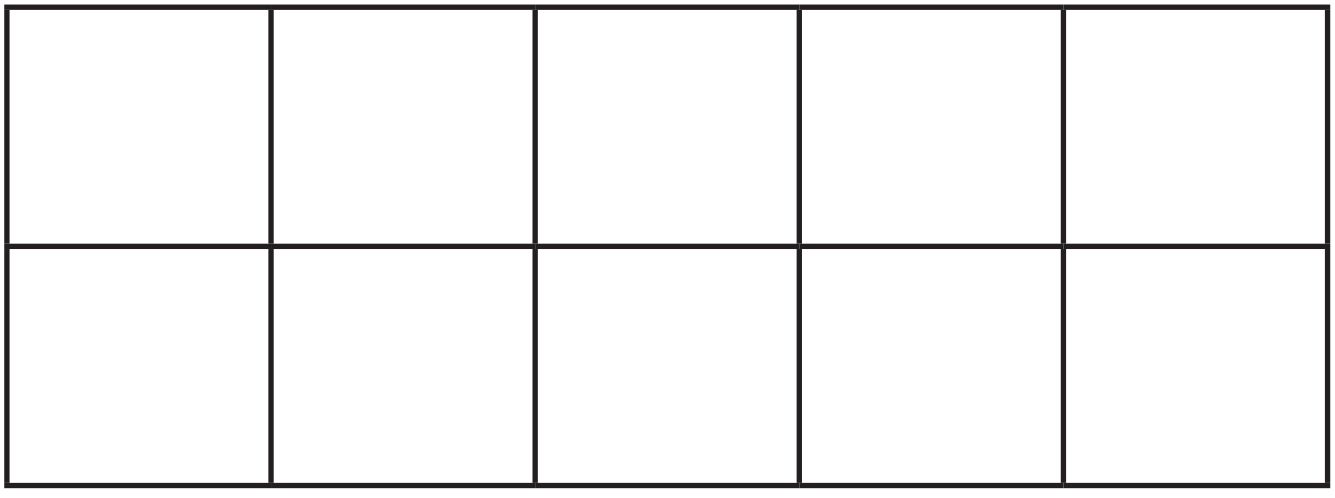


Reprint 2024

10-frames



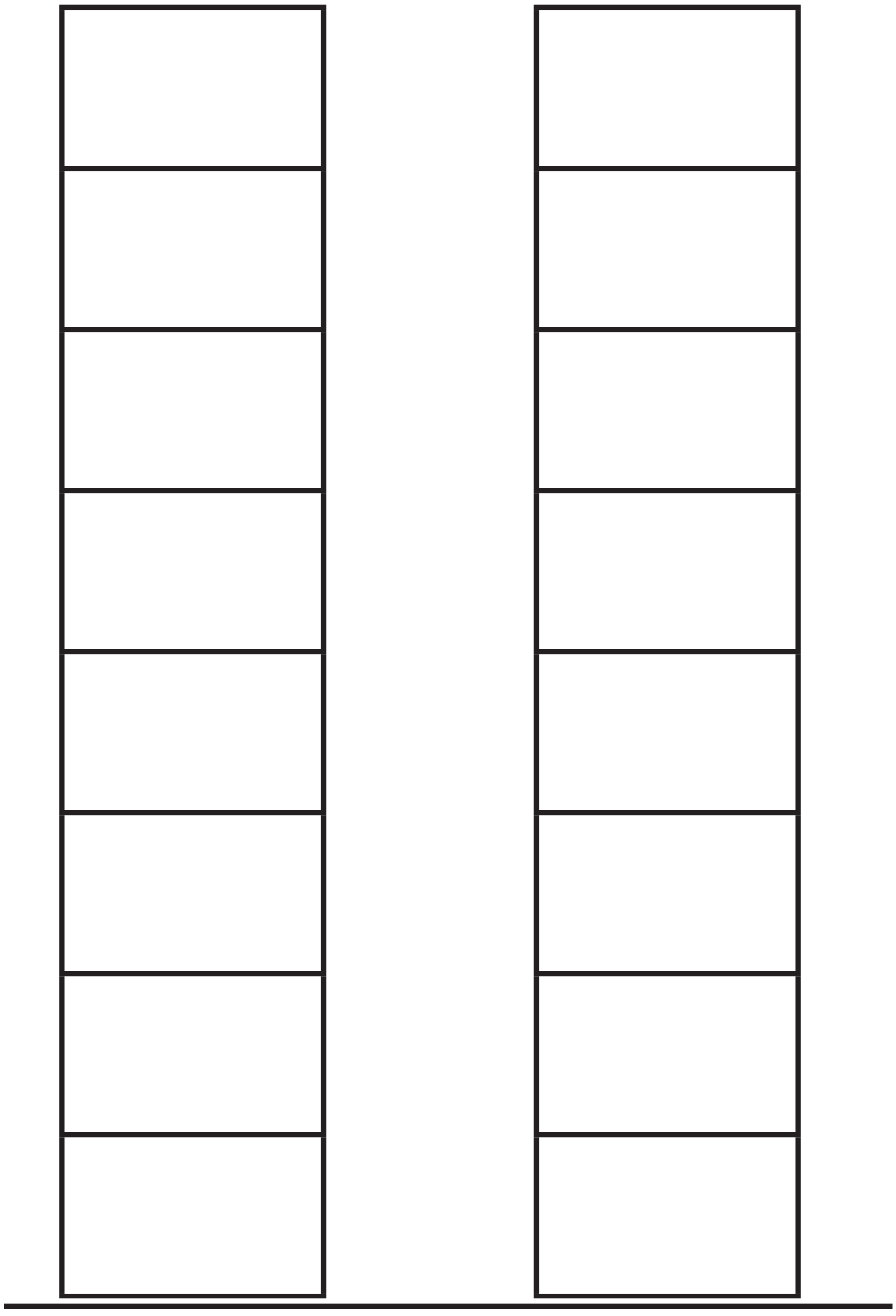




Reprint 2024

2-column graphing mat.

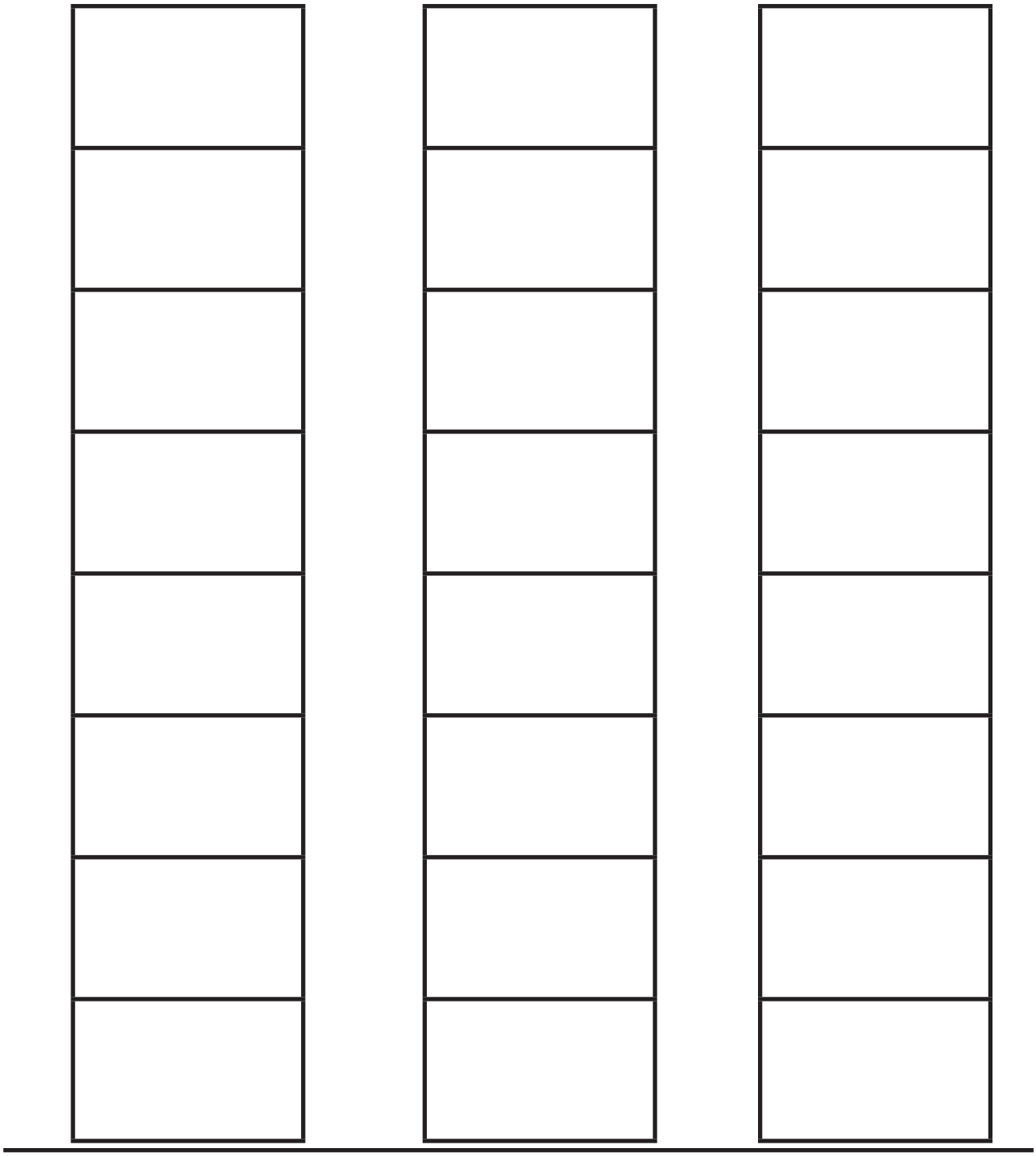
Title: _____



Labels: _____ _____

3-column graphing mat.

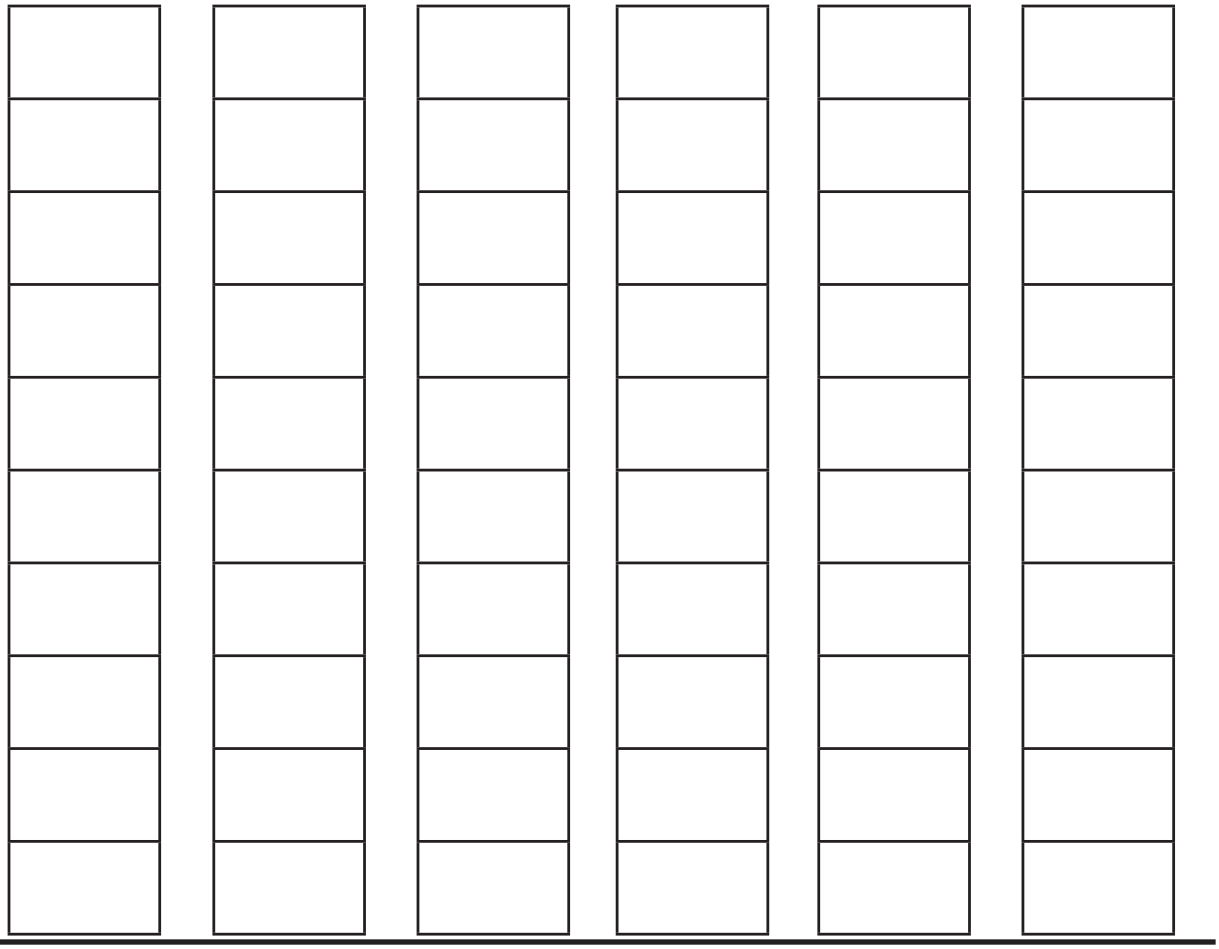
Title: _____



Labels: _____ _____ _____

6-column graphing mat.

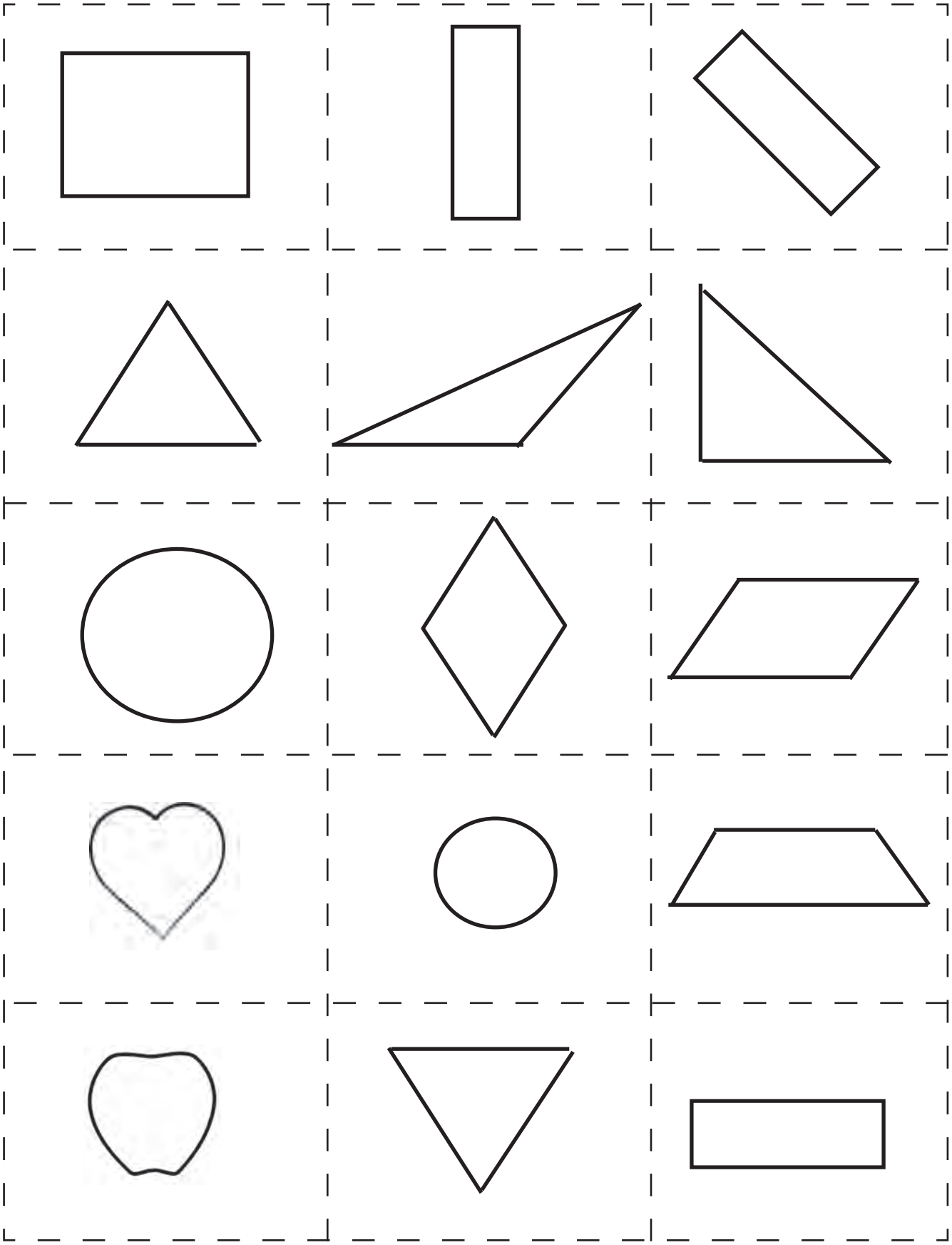
Title: _____



Labels: _____ _____ _____ _____ _____ _____

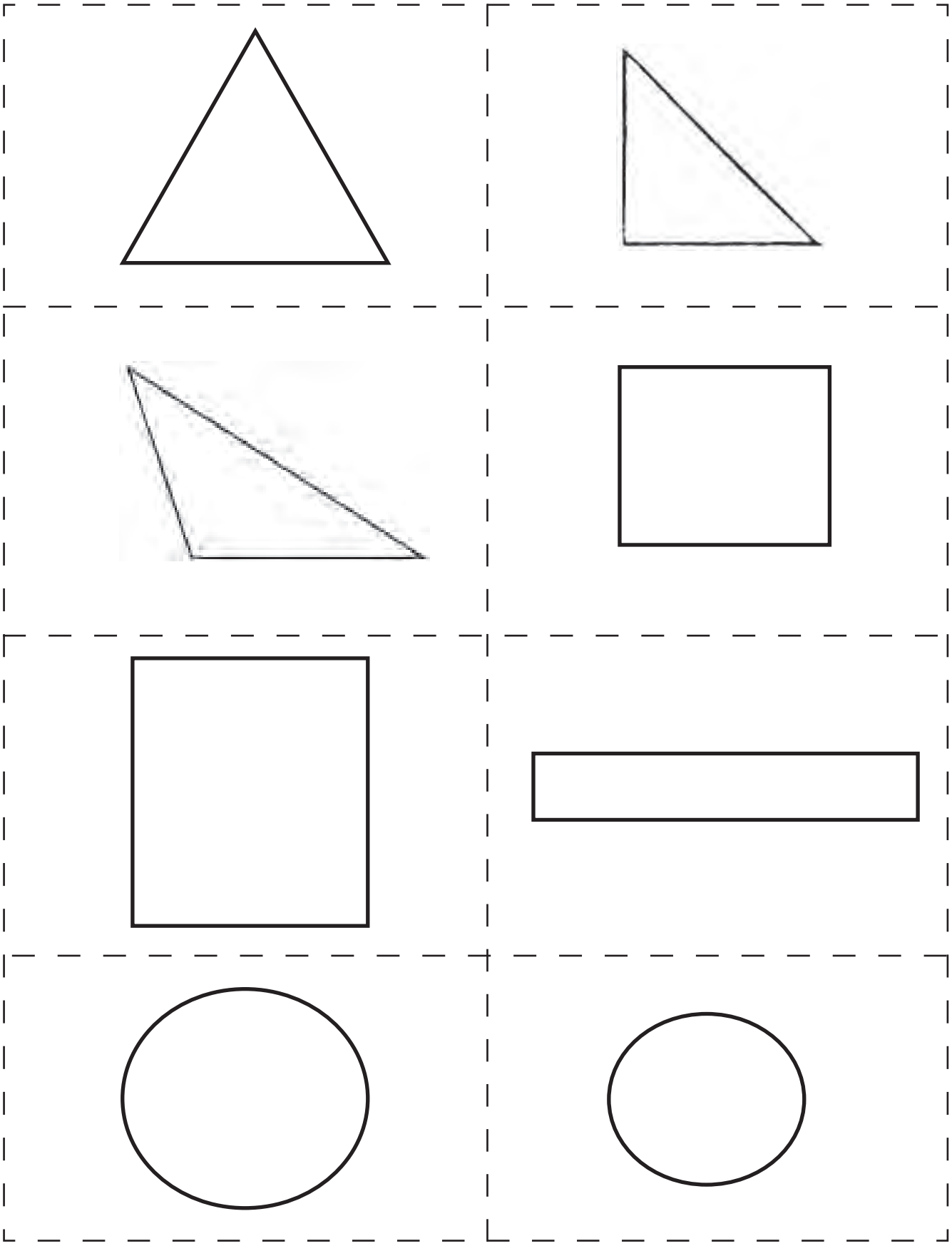
Reprint 2024

2-D Shapes for sorting.



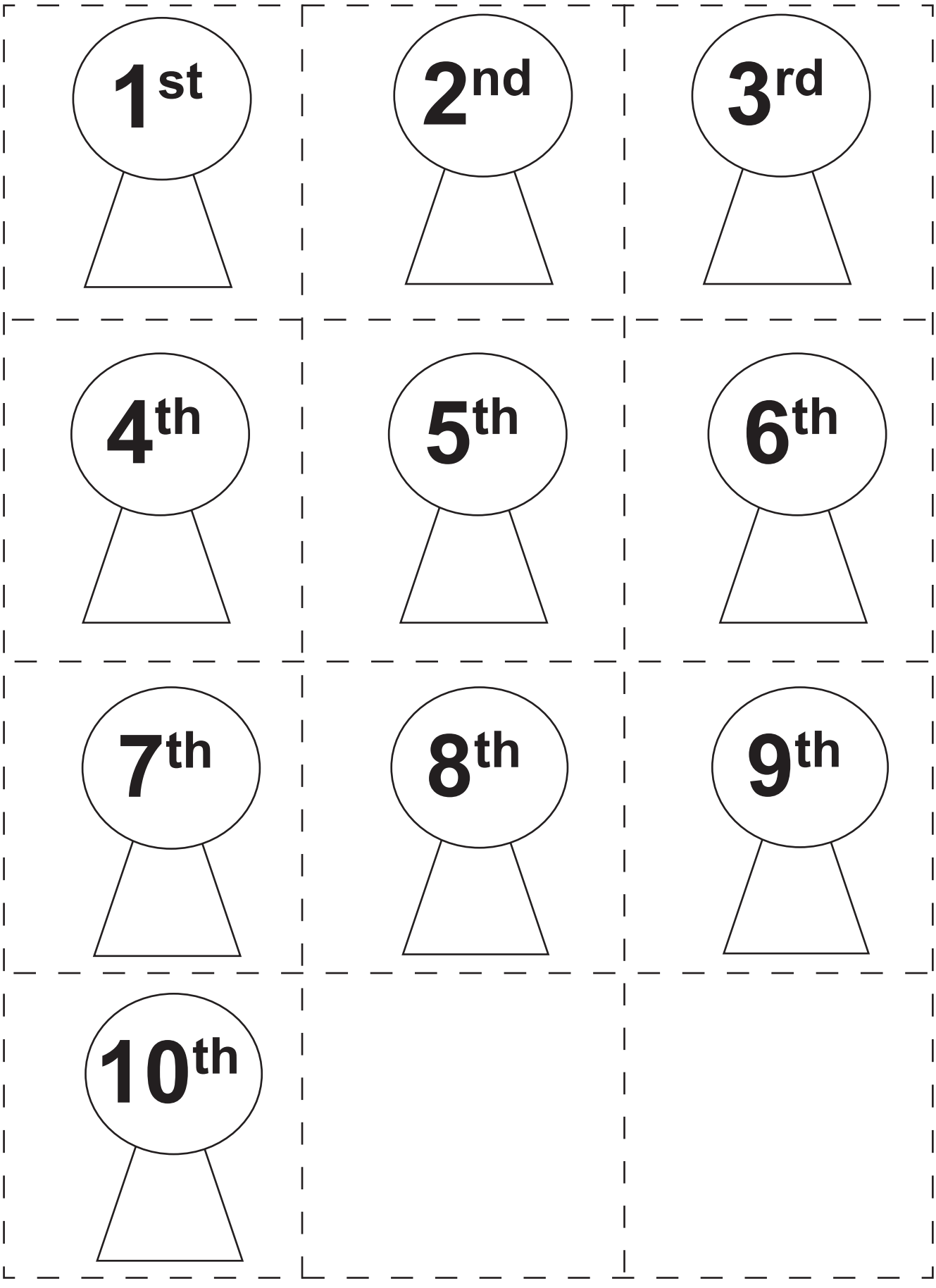
Reprint 2024

2-D Shapes



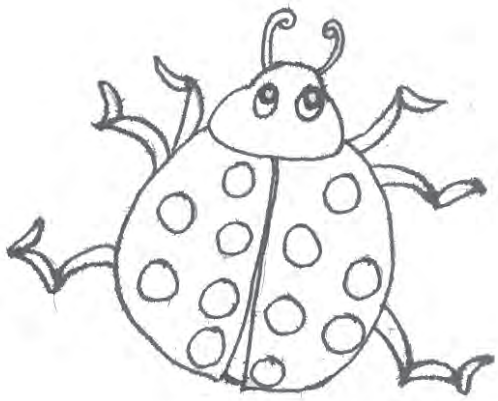
Reprint 2024

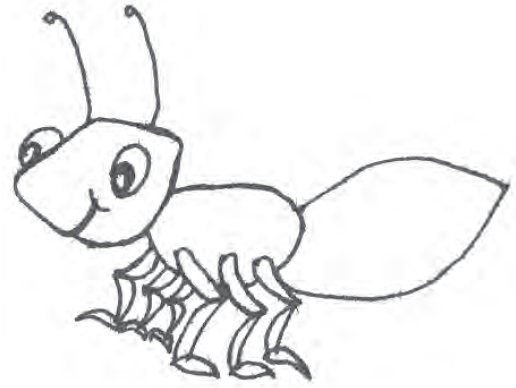
Ordinal Number cards.

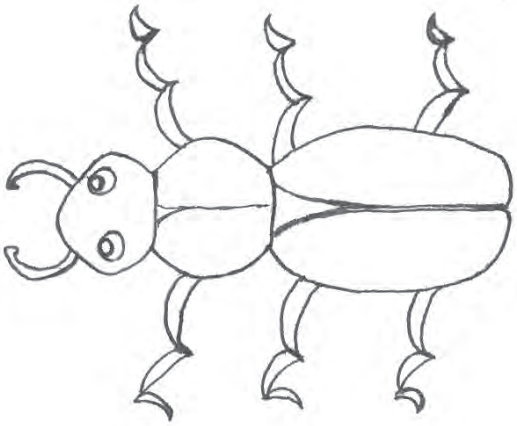


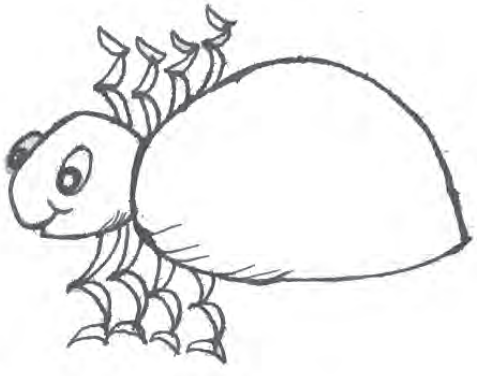
Reprint 2024

Insects



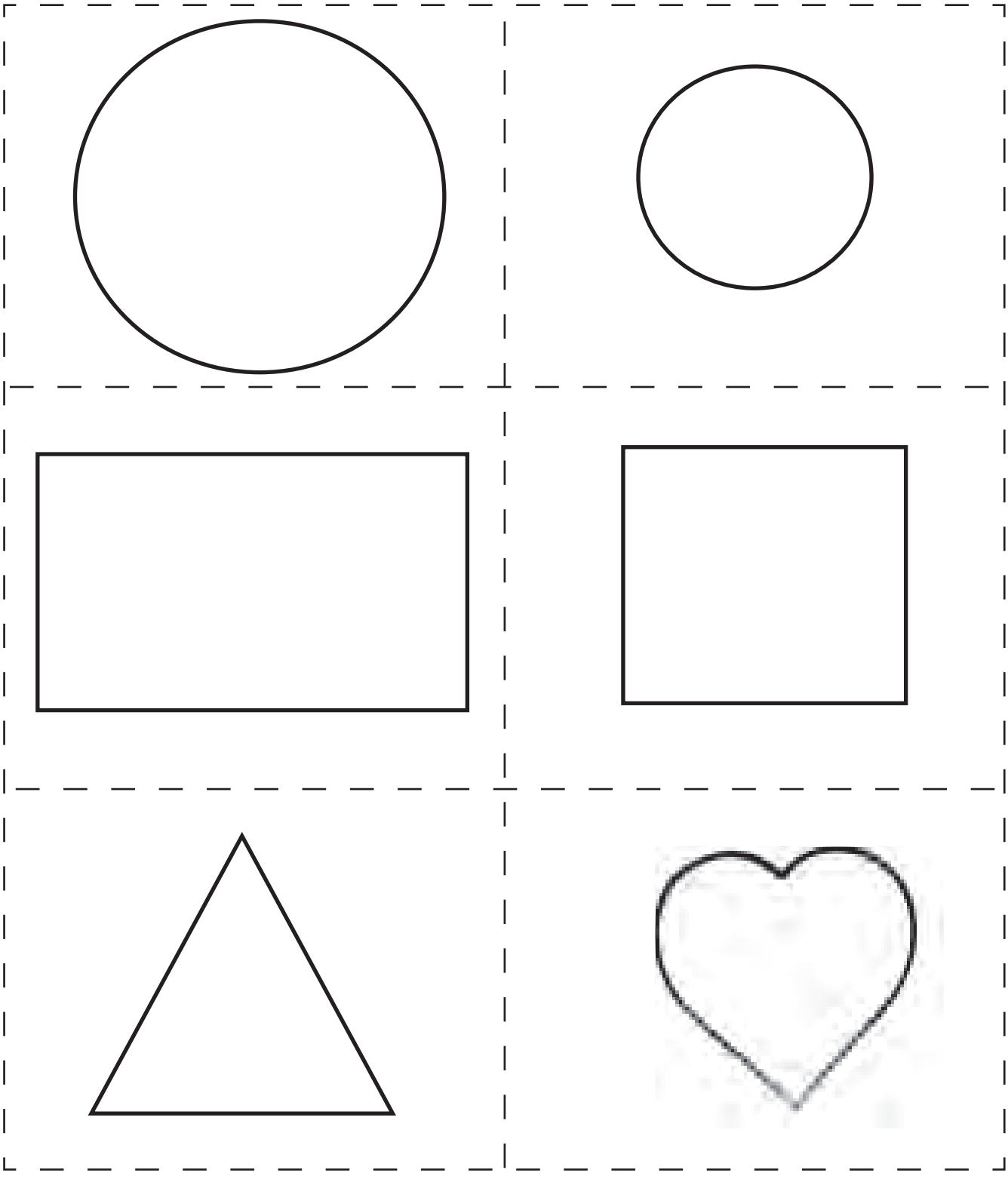






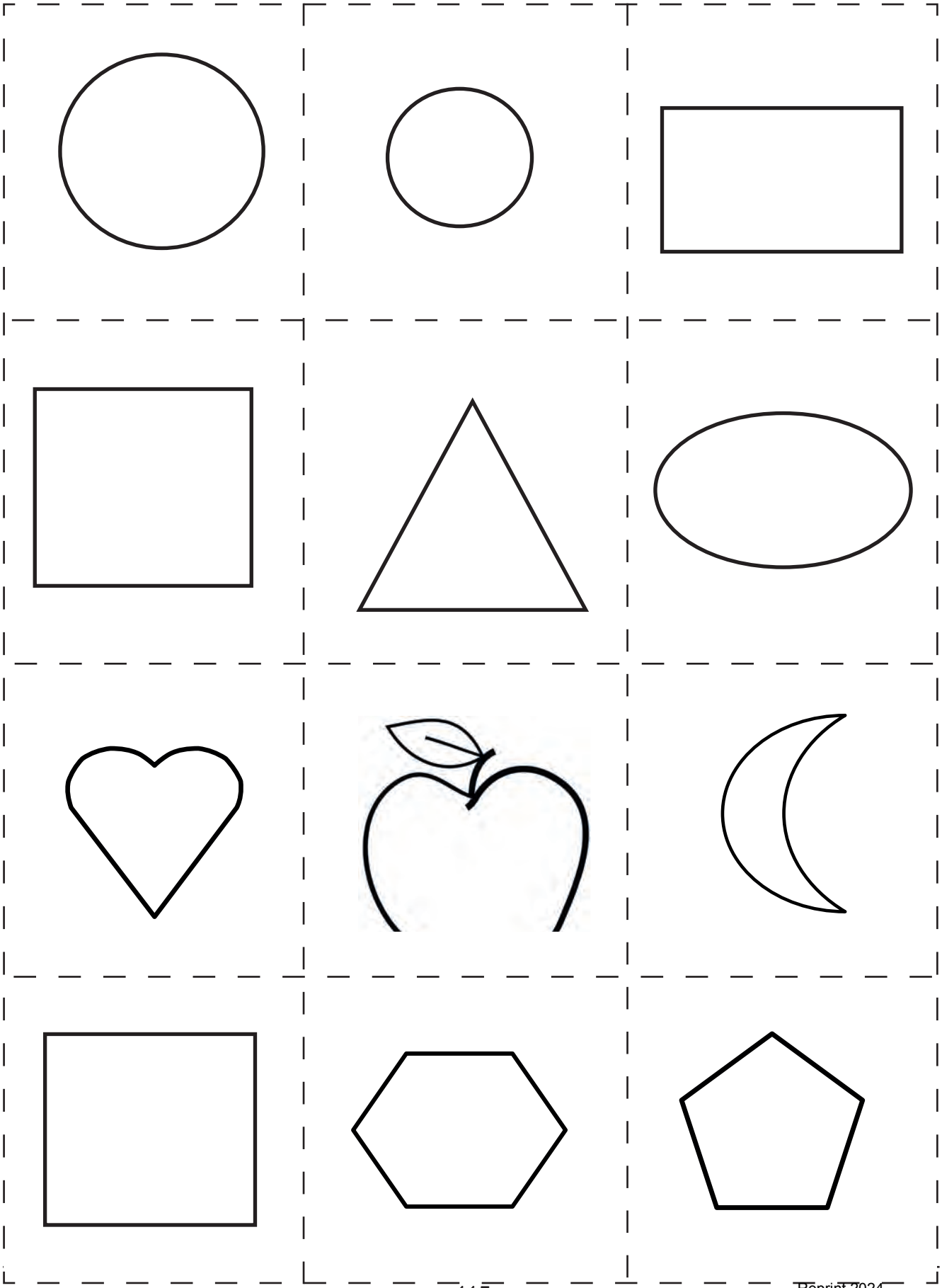
Reprint 2024

2-D Shapes.



Reprint 2024

2-D Shapes.



Reprint 2024

Summative Assessment Recording Sheet (For Class PP)

Student Name: _____ Roll no.: ____ Section: ____

CHAPTER 1 SORTING AND PATTERNING

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide for Class PP on page __, for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Task 1 Present the student with a collection of about 10 objects. Have the student to pick up an object, and say: **Tell me everything you can about this object.** You could ask other probing questions like: **Is it heavy/light? Will it roll? etc** Have the student sort the objects into groups. Say: **Sort the objects into two groups. What is same about the objects in this group? And what is same about the objects in the other group? So what sorting rule did you use?** Show an object, and ask the student to which group it would belong. Say: **To which group would this belong? Can I put this with this group? Why? Why can't we put this with this group?** Have the student put the object back together. Ask the student to sort the objects again in a different way than before.	*The student is able to :* - Describe objects using attributes like colour, shape, material, use, mass, behaviour etc. - Sort a collection of objects into groups using a sorting rule. - Describe the sorting rule. - Describe the similarities and differences between object. - Describe why an object does or does not belong in a group. - Re-sort a collection, or sort a collection in more than one way.
Comments and Mark: **Teacher's Signature and Date:**	

Reprint 2024

Task 2 Present the student with a simple repeating pattern using snap cubes of two colours. Ask: **Is this a pattern? Why or how is it a pattern? What is the part that is repeating in this pattern?** Replace one of the cubes with a different object but having the same colour as the cube. Ask: **Is this still a pattern? Why?** Provide the student with a collection of either cubes in two different colours, or two different shapes, or two different materials, and ask: **Make a simple pattern with these. Why do you think that is a pattern?**	*The student is able to :* - Identify a simple repeating pattern. - Identify and describe the repeating part (or the core) of a pttern. - Recognize that other attributes do not matter when the pattern formed is based on colour. - Make a simple repeating pattern. - Describe the pattern made.
Comments and Mark **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 1

Total CA mark from Chapter 1(Task 1 and Task 2: Mark out of 20): _____

Overall remarks on the student

Strengths:

Areas of Need:

Follow up Steps:

Summative Assessment Recording Sheet (For Class PP)

Student Name: _____ Roll no.: ____Section: ____

CHAPTER 2 NUMBERS TO 5

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide for Class PP on page __ for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Task 1 Have a collection of 4 small pebbles, 4 relatively larger stones, and the numeral cards for 1 to 5 ready. Present the student with the set of 4 small pebbles. Say: **How many pebbles are here? Count the number for me. Show me this many fingers on your hand. Show me the numeral for 4. Write this number here on this paper.** Vary the number of pebbles to 5, 3, 2 and 1, and ask similar questions. Now display the set of 4 small pebbles. Then display a set of 4 relatively large stones next to it. Ask: **Which is more – stone or pebble? How do you know**? Remove 1 or 2 stones from the set. Ask: **Which is more now – pebbles or stones? If the pebbles is more, which is less/fewer?**	*The student is able to:* - Identify the number of objects in a set. - Count using the counting words in correct order. - Identify the correct numerals for the amount in a set. - Write the numerals from 1 to 5. - Recognize that size does not matter in counting. - Compare sets and use the words more, less, the same.
Comments and Mark: **Teacher's Signature and Date:**	

Reprint 2024

Task 2 Present the student with a 5-frame and a small collection of counters in one colour. Have the student show various numbers from 1 to 5 on the 5-frame, using the counters. **Show me 5 by putting counters on this 5-frame. Show me 3 now. How many more do you need to get to 5? So which is more – 3 or 5? How do you know?** Ask similar questions with other numbers. Show 4 on the 5-frame using counters in one colour. Have the student recognize the number. Then, replace two of the counters by different colour counters. **Is it still 4? But now we have 2 (blue) and 2 (red), so we can say 4 is 2 and 2**. Present different combinations for each of the numbers from 2 to 5 using counters in two colours on the 5-frame, and have the student say the number in terms of its parts each time.	*The student is able to:* - Compare small sets and using words like more, less, the same. - Compare a number to 5, for example how much is 4 less than 5. - Describe a number in terms of its parts.
Comments and Mark: **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 2

Total CA mark from Chapter 2 (Task 1 and Task 2: Mark out of 20): _____

Overall remarks on the student

Strengths:

Areas of Need:

Follow up Steps:

Summative Assessment Recording Sheet (For Class PP)

Name of the Student: _____ Roll no.: ____Section: ____

CHAPTER 3 LENGTH

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide for Class PP on page __ for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Task 1 Present the student two objects and ask: **Which one do you think is longer? Show how you know. If this one is longer, then which is the shorter one?** Present the student with a ball of string and scissors. Have the student cut a piece of string that is shorter than, longer than, the same length as a marker pen. Then ask: **Put the strings in order from the shortest to the longest (or longest to shortest).**	*The student is able to:* - Predict/estimate and compare lengths of two objects using terms like *longer* and *shorter*. - Create an item that is longer than, shorter than, and the same length as a given one. - Order items in order of length.
Comments and Mark: **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 3

Total CA mark from Chapter 3 (Task 1: Mark out of 10): _____

Overall remarks on the student

Strengths:

Areas of Need:

Follow up Steps:

Reprint 2024

Summative Assessment Recording Sheet (For Class PP)

Student Name: _____ Roll no.: ____ Section: ____

CHAPTER 4 3-D SHAPES

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide for Class PP on page __ for the marking scheme while using Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Task 1 Present the student a collection of 3-D shapes comprising of 3-D geometric shapes and other common objects like cans, balls, marbles etc. Ask the student to pick up a shape and describe it: **Tell anything you can about this shape.** Pick up and set aside at least three shapes of the same type (e.g. three rectangular prisms). Ask: **How are these shapes the same? What do we call this group of 3-D shapes? Can you find another rectangular prism in the larger group?** Repeat for other groups of 3-D shapes. Have the student sort the collection into two groups**. I want you to sort the objects into two groups**. After that is done, ask: **What is same about all the objects that are in this group?** Ask the student to build a tower using the 3-D objects. Ask: **Why did you use this block at the bottom. What will happen if you use a sphere as your base?** Etc. Pick up a 3-D shape, say a cone, and ask: **Show me the corner on this shape. How many corners does this shape have? Show me the flat face on this shape.** Repeat this for a few other shapes.	*The student is able to :* - Identify and describe 3-D shapes. - Compare and describe the similarities and difference between two 3-D shapes. - Sort the 3-D shape and describe the sorting rule. - Determine if a 3-D shape will stack or roll. - Identify the faces, corners, and edges on the 3-D shapes.
Comments and Mark: **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 4
Total CA mark from Chapter 4 (Task 1: Mark out of 10): _____
Overall remarks on the student Strengths: Areas of Need: Follow up Steps:

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Summative Assessment Recording Sheet (For Class PP)

Student Name: _____ Roll no.: ____Section: ____

CHAPTER 5 NUMBERS TO 10

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide on page __ for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Task 1 Present the student with a set of 10 objects (e.g. counters). Have a set of numeral cards ready for use. Ask: **How many (cubes) are there? Can you count to see how many there are?** Take out a few counters, say 2 counters and ask: **Now how many do you think are there? Show me eight with a number card. Or, Which card here shows eight?** Vary the number of counters by taking out and putting back a few of them, and ask the student to tell the number in the set each time. See how the student determines the number, whether he or she always counts all over again or takes into account the taking out or adding back from the last count. Also ask to show the correct numeral card each time. Ask: **Show me a number which is less than (7). Show me another number which is less than (7). Show me the numbers which are more than (7)**	*The student is able to:* - Count sets to 10 using correct order of counting words. - Identify and read numerals to 10. - Compare numbers as more than or less than.
Comments and Mark: **Teacher's Signature and Date:**	

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Task 2 Present the student with a 10-frame and a collection of counters. Have the student represent various numbers from 6 to 10 on the 10-frame, using the counters, and ask them to compare the number to both 5 and 10. For example, **Show me number 7 on the 10-frame. Is 7 bigger than 5? By how much is 7 bigger than 5? How do you know? Is 7 less than 10? By how much is 7 less than 10? How do you know?** Ask similar questions with other numbers.	*The student is able to:* - Represent number to 10 on 10-frame. - Compare a number from 6 to 9 to both 5 and 10. - Tell by how much a number of more than 5 or less than 10, and describe how.
Comments and Mark: **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 5

Total CA mark from Chapter 5 (Task 1 and Task 2: Mark out of 20): _____

Overall remarks on the student

Strengths:

Areas of Need:

Follow up Steps:

Summative Assessment Recording Sheet (For Class PP)

Student Name: _____ Roll no.: ____Section: ____

CHAPTER 6 DATA MANAGEMENT

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide for Class PP on page __ for the marking scheme while using Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Task 1 Have a collection of two small objects mixed up together (e.g. about 7 snap cubes and 9 pebbles), and a 2-column graphing mat (as provided in the Student Activity Book) ready. Present the student with the collection of the objects, and ask: **Do you think there are more cubes or more pebbles? How could we find out?** See what the student does to find which is more. Then present the student with the 2-column graphing mat, and ask him or her to use it to make a concrete graph and interpret it. **So do we have more pebbles or more cubes? By how much is the pebbles more than the cubes? What should we write for the labels?**	*The student is able to:* - Sort and compare sets. - Count or use one-to-one correspondence to compare sets. - Create a 2-column graph by correctly placing items on the graphing mat. - Describe information from a concrete 2-column graph. - Indentify labels for the column graph. - Identify and read numerals to 10. - Compare numbers as more than or less than.
Comments and Mark: **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 6

Total CA mark from Chapter 6 (Task 1: Mark out of 10): _____

Overall remarks on the student

Strengths:

Areas of Need:

Follow up Steps:

Reprint 2024

Summative Assessment Recording Sheet (For Class PP)

Student Name: _____ Roll no.: ____Section: ____

CHAPTER 7 REPEATING PATTERNS

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide for Class PP on page __ for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Task 1 Have a collection of cubes in more than 4 colours, and a collection of two different objects (e.g. pebbles and leaves, or two different shapes) Present the student with an ABB colour pattern using snap cubes. Ask: **Is this a pattern? Why or how is it a pattern? What is the part that is repeating in this pattern? Can you extend this pattern using three more cubes?** Have the student extend the pattern by making him or here accessible to a collection of cubes in different colours. Ask the student to make a similar pattern using cubes of two different colours other than the ones already used in the above pattern. After that have him or her describe how the two patterns are similar. Then ask the student to make a similar pattern using pebbles and leaves, by presenting these materials to him or her. Ask the student to describe how the last two patterns are similar and how they are different.	*The student is able to :* - Identify a simple repeating pattern. - Identify and describe the repeating part (or the core) of a pattern. - Extend a repeating pattern. - Translate a colour pattern into another colour pattern. - Translate a colour pattern into other patterns (using the same pattern structure). - Describe the similarities and difference between two different patterns.
Comments and Mark: **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 7

Total CA mark from Chapter 7(Task 1: Mark out of 10): _____

Overall remarks on the student

Strengths:

Areas of Need:

Follow up Steps:

Reprint 2024

Summative Assessment Recording Sheet (For Class PP)

Student Name: _____ Roll no.: ____ Section: ____

CHAPTER 8 MASS AND CAPACITY

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide for Class PP on page __ for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Task 1 Have two objects which are both about one Kg in mass. The objects could be a plastic bag of snap cubes and a block of wood. Have a common balance too. Present the student with the two objects, and ask: **Which one do you think is heavier? – the block of wood or the bag of cubes?** The student could lift both and guess the answer. Then ask: **If you say this is heavier, then which one is lighter? How can we compare to know for sure which one is heavier?** Have the student use the common balance. **So now which one is really heavier? Which one is lighter then?** Present the student with two more objects (e.g. a marker pen and a book). **Now I want you to place these 4 things in a line so that they are from the heaviest to the lightest. Which one is the heaviest? Which one of the 4 is the lightest? Which is lighter between the book and the block of wood?**	*The student is able to:* - Predict/estimate and compare the masses of objects using terms like *heavier* and *lighter*. - Compare the masses of two objects using a common balance. - Order items in order of mass.
Comments and Mark: **Teacher's Signature and Date:**	

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Task 2 Present the student with two containers (e.g. a short container with a larger diameter and a taller container with a smaller diameter, so that their capacities are not hugely different). Have something to fill the container (e.g. rice or dry sand ready). Ask: **Which container do you think will hold more? Which one will hold less then? How can we find out which one will really hold more?** Have the student use the rice to fill the containers. See how he or she does that and compare.	*The student is able to:* - Predict/estimate which container *holds more/holds less.* - Compare the capacities of containers and use the terms *holds more/holds less.*
Comments and Mark: **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 8

Total CA mark from Chapter 8 (Task 1 and Task 2: Mark out of 20): _____

Overall remarks on the student

Strengths:

Areas of Need:

Follow up Steps:

Summative Assessment Recording Sheet (For Class PP)

Student Name: _____ Roll no.: _____ Section: ____

CHAPTER 9 2-D SHAPES

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide for Class PP on page __ for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Task 1 Present the student with a collection of cutout 2-D shapes of various sizes and shapes of rectangles, triangles and circles, by displaying them on a table. Ask the student to pick up a shape and describe it: **Tell anything you can about this shape.** You may have to use probing questions (e.g., **How many edges does it have?**). Pick up and set aside at least three shapes of the same type (e.g. three rectangles). Ask: **How are these shapes the same? What do we call this group of 2-D shapes? Can you find another rectangle in the larger group?** Repeat similarly for other triangle and circle. Ask the student to sort the shapes: **Now I want you to sort the shapes into three groups. What is name for all the shapes in this group? What is the name for the shapes in this group? What is same about all the shapes in this group?** Present the student with a cone, a cylinder and a rectangular prism. Pick up a cone, and ask: **What is the name of this object?** Point to the base of the cone, and ask: **What is this shape? Can you see circles on a cylinder? Show it to me? Can you see circles on a rectangular prism? What shapes do you see on a rectangular prism?**	*The student is able to :* - Identify and describe 2-D shapes. - Identify corners and edges on 2-D shapes. - Compare and describe the similarities and difference between two 2-D shapes. - Sort the 2-D shape and describe the sorting rule. - Identify faces of 3-D shapes as 2-D shapes.
Comments and Mark: **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 9

Total CA mark from Chapter 9 (Task 1: Mark out of 10): _____

Overall remarks on the student

Strengths:

Areas of Need:

Follow up Steps:

Reprint 2024

Summative Assessment Recording Sheet (For Class PP)

Student Name: _____ Roll no.: ____ Section: ____

CHAPTER 10 DATA MANAGEMENT AND PROBABILITY

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide for Class PP on page __ for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Interview 1 Ask the student to watch while you put a (green) snap cube and a (white) snap cube in a feely bag. Ask: How many cubes did I put in the bag**? How many white cubes are there? How many green cubes are there? Now if I draw out a cube without looking, what colour might it be? What else could it be?** Draw out a cube and show it to the student. Put it back and mix the cubes. Ask: **If I draw again, what colour might it be? What else could it be?** Again draw out a cube and show it to the student. **Could we ever get a (black) cube from the bag? Why? Why not?** Empty the bag. **Ask the student to watch as you put 10 red cubes and 1 white cube. Ask: If I draw out a cube, what colour might it be? Could it be white? What colour is mostly likely to draw out? Why? Could we get black again? Etc.**	*The student is able to:* - Describe the outcome of a simple probability experiment. - Use the language of probability such as never, always, and sometimes.
Comments and Mark: **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 10
Total CA mark from Chapter 10 (Task 1: Mark out of 10): _____
Overall remarks on the student Strengths: Areas of Need: Follow up Steps:

Reprint 2024

Summative Assessment Recording Sheet (For Class PP)

Student Name: _____ Roll no.: ____ Section: ____

CHAPTER 11 ORDINAL NUMBERS AND HALVES

Interview-based Performance Task *(Please refer the Introduction to the Teacher's Guide for Class PP on page __ for the marking scheme while using the Interview-based Performance Task.)*

Task and Interview prompts	**Key concepts and skills to look for**
Task 1 Have cutout pictures of the six animals/insects from the Student Activity Book. Have also the cutouts of the ordinal numbers from 1st to 10th. Line up the pictures and tell a story that the insects are in a race competition. **Which insect is 1st? Which insect is 2nd?...which insect is 6th? Which insect is last in the line?** Ask the student to pick up and show the ordinal numbers from the cutouts. **Show me the ordinal number third. Show me the sixth…** Ask the student to write 1st (2nd, 3rd, 4th and 5th) on a piece of paper, one at a time.	*The student is able to:* - Identify the position of animals in a line by using the ordinal numbers. - Identify the symbols for the ordinal numbers. - Write the ordinal numbers.
Comments and Mark: **Teacher's Signature and Date:**	

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Task 2	*The student is able to:*
Present the student with a rectangular sheet of paper. **Show me half of this paper by folding. Can you show the half of this paper by folding it in another way?** Fold and tear the paper into two parts, such that the two parts are clearly not equal in size. Ask: **Is this half of the paper? Why?** Present the student with a piece of string and a pair of scissors, and tell: **Cut this string into two halves. How do you know that you have cut the string into halves? Or how is this half of the full string?**	- Create half of a shape. - Create half of a shape in more than one way. - Identify and describe a half of a shape as one of the two equal parts of it. - Create half of a length. - Describe and show a half of a length as one of the two equal parts of it.
Comments and Mark: **Teacher's Signature and Date:**	

Summary of the Summative Assessment for Chapter 11

Total CA mark from Chapter 11 (Task 1 and Task 2: Mark out of 20): _____

Overall remarks on the student

Strengths:

Areas of Need:

Follow up Steps: