

Mathematics (Class VI)

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division) recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime 	<p>NCERT/State <i>Mathematics</i> Textbook for Class VI</p> <p>Themes-KNOWING OUR NUMBERS</p> <p>Theme: WHOLE NUMBERS</p> <p>Theme: PLAYING WITH NUMBERS</p> <p>E-resources-</p> <p>1) Knowing our numbers https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48692316b51c01ed5615a9</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486a5316b51c01ee9b1005</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486b0d16b51c01ec8b1833</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486bdb16b51c01ec8b1836</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486cb816b51c01ed5615af</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d8060</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> Discussion may be initiated about numbers which students have already studied in Primary classes. The learners may be sent some questions about numbers and may be asked to respond online. For example, what happens to the number 4537 if the digits 3 and 4 are interchanged? Will it increase or decrease? By how much? Why? Learners may be encouraged to quote daily life examples in support of their answers. Projects may be assigned to learners in which they would be required to measure /weigh objects in their house like measure edge of a table, edge of a window etc. Find ways to weigh a pile of books/newspapers, etc. and compare the measures, and send their observations to the teacher and to each other. <p>WEEK 2</p> <ul style="list-style-type: none"> Learners may be encouraged to create their own problems besides solving problems from the exercises. Learners may be given questions in which they would be drawn towards observing things around them. For example, give five situations around you where the number of things would be in more than 4 digit numbers. (one of them could be the number of learners in a school) Learners may be asked to perform activities from <i>Laboratory Manual for Elementary Stage</i> (Class VI- Activity 1-6) available on NCERT website. The activities can be done using paper and learners may send their observations to the teachers online. Results may be shared with all. For innovative problems <i>Exemplar Problem Book</i> for Class VI may be referred to, which is available on NCERT website.

	<p>25/file/5b4704f116b51c01f24a38ae</p> <p>https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47038916b51c01f4bd714b</p> <p>https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47006416b51c01f38e85fb</p> <p>Whole numbers https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5834db4616b51c7b700a7626 (video in Hindi)</p> <p>Playing with numbers https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b484e6016b51c01f8f25d18</p> <p>https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b484f4f16b51c01f8f25d1a</p> <p>https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47224716b51c01f24a546f</p> <p>https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/583503f116b51c7b700a77b2 (video in Hindi)</p> <p>Books published by The Association of Mathematics Teachers of India (AMTI)</p> <p>Email- support@amtionline.com</p>	<p>WEEK 3</p> <ul style="list-style-type: none"> • The next chapter of ‘Whole Numbers’ may now be discussed on the same lines. • Children may be given questions where they would be required to think and discuss things like: <i>Is it true that Whole numbers are not closed under subtraction. Why or Why not? Subtraction is not commutative for Whole numbers. Justify giving examples.</i> • E-resources on NROER may be used to get a better understanding of the concepts. • Teachers may also use NISHTHA module for a better understanding of the transactional strategies. <p>WEEK 4</p> <ul style="list-style-type: none"> • The activities of Week 3 may be continued. • After observing the comments sent by students, the teacher may assess them and give appropriate feedback. • Some open ended questions that may be thought of are: <ul style="list-style-type: none"> • <i>For which of the operations the Whole numbers are closed /commutative/associative/ distribute?</i> • <i>If the perimeter of a rectangle is 24 units, what can be the possible lengths and breadths?</i> • <i>Fill in the blanks $_ - _ = 7$.</i> • <i>Give some one digit numbers like 1,2,3,4 (Different groups of numbers may be given to different groups). Ask them to form two 2-digit numbers from these (without repeating the digits) such that the sum of these two numbers formed is largest/smallest. Ask the learners to compare the different sums obtained and decide which sum is largest/smallest. Under what condition of placement of digits, it was possible?</i> • <i>Learners may be asked to form magic squares of different magic sums. (Information about magic squares is available in the books of The Association of Mathematics Teachers of India.)</i>
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