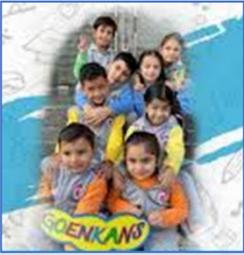




# KALEIDOSCOPE

## PRIMARY JOURNAL

2025- 2026



# Maths Magic



## IDEAS THAT SHAPE OUR WORLD

“Practice makes progress.”

“Everyone can be good at maths!”

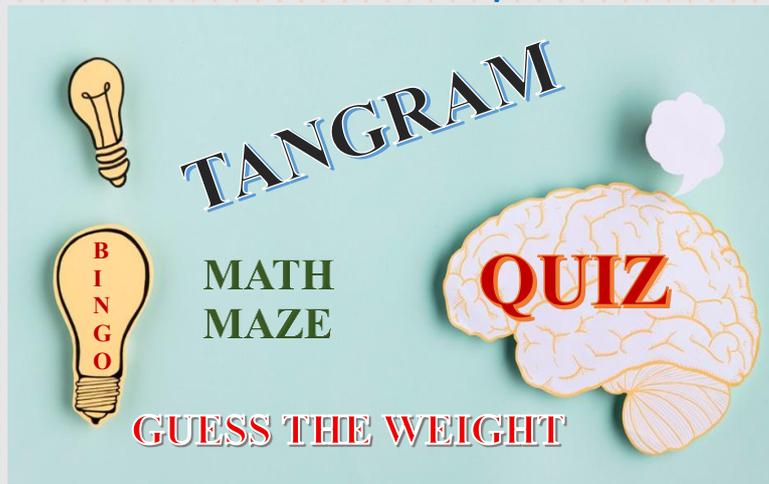
“Trying is how we learn.”

“It’s okay to get stuck—keep going!”



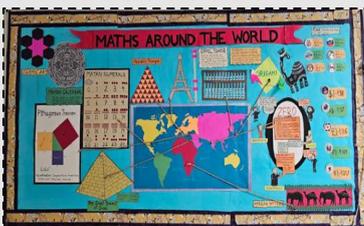
# A Celebration of Mathematical Thinking

## Discover, Explore, Create



Celebrating the Magic of Numbers  
Mathematics Month is more than just a date on the calendar; it's an invitation to ignite curiosity and uncover the patterns that shape our world. Throughout this month, we bridge the gap between abstract theory and everyday life, bringing together students and enthusiasts to celebrate math as a creative tool. Through hands-on workshops and friendly competition, we aim to transform "intimidating" into "inspiring," proving that math is a language everyone can speak.

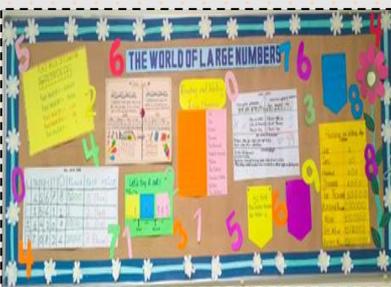
Here are a few glimpses of the teachers' creative contributions.....



Mission Accomplished- We recently concluded our Maths Month celebrations, and the energy was incredible! From the competitive spirit of our Math Quizzes to the artistic flair shown in the Tangram workshops, students truly embraced the festival of numbers.



A huge thank you to the teachers who went above and beyond with their creative bulletin board displays, helping to make mathematics accessible and inspiring for all.



# Inter-House Bingo Competition - Class III

The Math Inter-House Bingo Quiz Competition was successfully conducted on 30th January for the enthusiastic students of Class III. Four bright participants from each house were selected to represent their teams, making the event highly competitive and lively.



The competition comprised three exciting rounds, with five questions in each round, followed by tie-breaker questions to determine the final winners. The questions were tricky, thought-provoking, and engaging, testing the students' logical thinking, number sense, and presence of mind.



The young participants displayed remarkable confidence, teamwork, and quick mathematical reasoning. The quiz created an atmosphere full of energy, excitement, and curiosity, and students thoroughly enjoyed the interactive Bingo format.



## Inter-House Mathematics Competition “Guess the Weight”- Classes IV and V

“Guessing is half of knowledge.”

The Inter-House Mathematics Competition, Guess the Weight, was successfully conducted on Nov 10’ 2025 with great enthusiasm and participation from students across all houses. The activity was designed to apply estimation skills in a fun and engaging manner.

During the competition, various items were displayed, and participants were asked to estimate their weights. The atmosphere was lively as students eagerly discussed, calculated, and submitted their guesses. The activity fostered teamwork, critical thinking, and a spirit of healthy competition.

“Closest guess wins the crown! The thrill of guessing weights made the Inter-House Math Competition truly memorable.”

The activity was thoroughly enjoyed by the children and added a lively spirit to the competition.



## Inter-House Tangram Competition- Classes III, IV & V



An Inter-House Tangram Competition was conducted for students of Classes III to V and witnessed enthusiastic participation. Four houses competed, with three participants from each house representing every class. The event encouraged logical thinking, creativity, and teamwork, making it an enjoyable and enriching learning experience for all students.



# INTERHOUSE DESIGN A MAZE MATH COMPETITION

CLASSES IV and V

*“Creativity finds its way through every turn.”*

The Inter-House Mathematics Competition, *Design a Maze*, was conducted successfully with great enthusiasm and active participation from students of all houses. The activity was designed to encourage logical thinking, creativity, and problem-solving skills in an engaging and hands-on manner.

During the competition, participants were tasked with designing unique and challenging mazes by applying mathematical concepts, spatial reasoning, and creativity. The atmosphere was vibrant as students brainstormed ideas, planned pathways, and carefully crafted their maze designs. The event promoted teamwork, critical thinking, and a spirit of healthy competition among the participants.

The excitement of designing and solving mazes made the Inter-House Math Competition both enjoyable and memorable.

The activity was thoroughly enjoyed by the students and added an energetic and creative spirit to the inter-house competitions.



## CLASSES IV AND V – MATH QUIZ

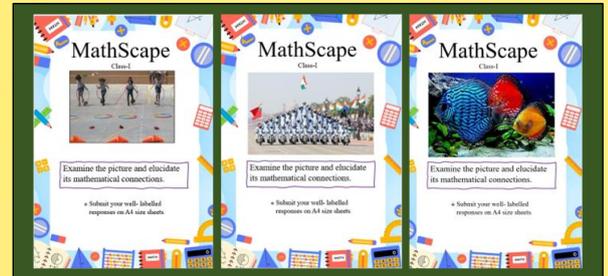
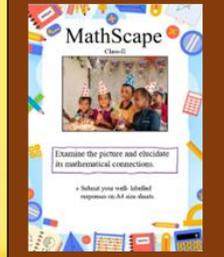
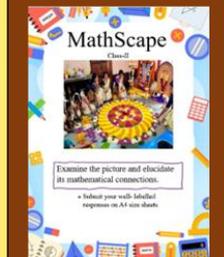
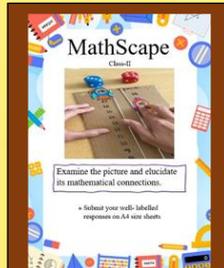
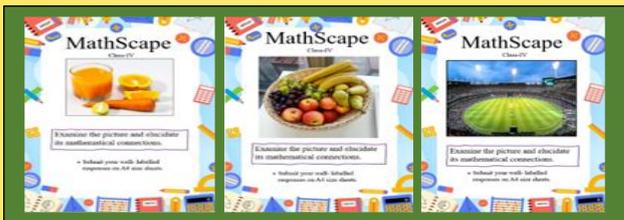
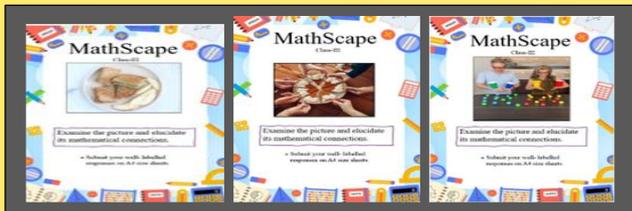
The Mathematics Inter-House Quiz proved to be a truly memorable event, highlighting the extraordinary mathematical talent present in our school. Participants impressed everyone with their sharp problem-solving abilities, logical reasoning, and strong grasp of complex concepts. The eagerly awaited competition encouraged healthy rivalry while giving students an exciting stage to display their analytical skills and confidence. Beyond competition, the quiz successfully sparked curiosity and deepened students' appreciation for the subject—showing that mathematics is not just about formulas, but about thinking differently and tackling real-world challenges. We applaud the dedication and enthusiasm of all the participants. The Mathematics Inter-House Quiz will surely continue to inspire and motivate students to explore the fascinating world of mathematics and strive for excellence in the years to come.



# MATHSCAPE

## Unveiling the Mathematics in Our World Classes I to V

We were excited to introduce MathScape, a new monthly activity launched in August. This initiative aimed to spark curiosity and make mathematics more engaging and meaningful for our students.



It encourages students to:

Develop the ability to identify and extract mathematical information from a given picture.

Enhance descriptive and analytical skills by prompting students to explain what they see mathematically.

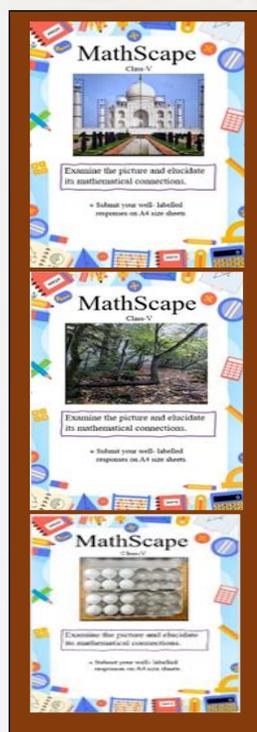
Promote creative thinking by connecting visual elements to numerical, geometric, and relational concepts.

Foster an appreciation for the pervasive nature of mathematics in everyday surroundings.

This activity inherently demonstrates that mathematics isn't just about numbers in a textbook but is present in everything around us.

There isn't one "right" answer when interpreting a picture mathematically. This encourages diverse perspectives and creative approaches to identify and express mathematical relationships, promoting flexible thinking.

For students who may struggle with traditional written math problems, verbally explaining a picture offers a different avenue to demonstrate their understanding and build confidence in their mathematical abilities.



# MATHSCAPE -- CLASS I

"Math Scape" activities were started to make mathematics enjoyable and relatable for our students. They were encouraged to use critical thinking, cultivate an appreciation for mathematics, and observe the beauty of numbers in the world around them.

**Math Scape**  
Class-1



- Shapes → Toys have shapes like →
  - circle (ring toys, pop-it, round balls)
  - square (building blocks)
  - Rectangle (yellow block, blue block, orange tile)
  - Triangle (blue block)
  - Semi-circle (arch block)
- Counting → We can count balls 1, 2, 3 and more.
- Patterns → Colors make patterns like → "red → green → blue → red."
- Size Comparison → Some toys are big and some are small.
- Geometry → A square and triangle make a house.

**Math Scape**

- ★ **Shapes** → [Circle (yellow counters, rings)]  
[Triangle (blue piece)]  
[Square (wooden block, yellow base)]  
[Rectangle (orange block, books, paper)]
- ★ **Counting & Numbers** → Beads & Counters can be used for counting.  
[Students can group and count objects.]
- ★ **Colours & Sorting** → Objects can be sorted by colour (red, yellow, green).  
[Helps in pattern recognition.]
- ★ **Patterns & Sequencing** → Arranging beads in repeating colour or shape patterns.

Lavik Gool  
I Marigold

**MathScape**



- ★ There are 4 children running
- ★ The hoops are circle shape.
- ★ The cones are triangle shape
- ★ Each child has to jump through the hoops
- ★ The lines on the ground are straight lines.
- ★ The children are moving forward in the race.

Lavik Gool  
I Marigold

**MathScape**  
Class-1



- 1- Which Shape is shown in this picture?  
Ans - circle
- 2- How many circles are there in this picture?  
Ans - 3ever
- 3- How many children are there in this picture?  
Ans - 4

ATHANV Patel  
Class-1



**MathScape**  
NIRVAN SINGH  
Class-1  
TULIPS



★ Examine the picture and find its mathematical connections.

**Mathematical Connections in this picture are-**

- ★ **SHAPES** - The hoops on the ground are circle, the cones look like triangles.
- ★ **COUNTING** - we can count; No. of hoops, No. of cones, No. of children.
- ★ **SYMMETRY** - Arrangement of lane and hoops.
- ★ **LINES** - White lines on the ground are parallel lines.



**MATHSCAPE** COLOURS

NUMBERS

- 1 - CIRCLE
- 2 - TRIANGLE
- 3 - SQUARE
- 4 - RECTANGLE
- 5 - CYLINDER
- 6 - CONE
- 7 - OVAL
- 8 - STAR
- 9 - CUBOID
- 10 - SPHERE

CHITUR SINGH  
TULIPS



**MathScape**



- 1- We can see different shapes - circle, square, triangle, rectangle.
- 2- We can see many colours - red, blue, green, yellow.
- 3- We can do counting with the blocks.
- 4- We can make pattern with shapes colours.

**MATH SCAPE**



- ★ **Shapes** - The hoops are circles, the cones, look like triangles.
- ★ **Counting** - We can count the number of hoops, balls, and children.
- ★ **Patterns** - The hoops are kept in a line, making a pattern.



NAME - SAHIL SINGH Date - 30/04/20



**★ Counting**

- There are 3 fishes in the picture.
- Number of big fishes - 2
- Number of small fishes - 1

**★ Colours**

- one fish is blue.
- one fish is red.
- one fish is yellow/orange.

**★ Shapes**

- Fish bodies look like oval shapes.
- Eyes look like circles.
- Leaves look like long oval shapes.

**+ MATHSCAPE**

THREE FISHES

OBSERVATIONS

**▲ COLOURS** - I see blue, red and yellow fishes, and green leaves and grey stones.

**SHAPES** - I see different irregular shapes of fishes and long leaves.

**✚ COUNTING** - I see three fishes, and many leaves.

I see red and yellow solid colored fishes and blue fish has a striped pattern.

THE PICTURE SHOWS AN AQUATIC SCENE WITH 3 COLORFUL FISHES

NIJESHKA SINGH CLASS I DE

Mathematical Connections



**Shapes** - The shape of a round fish is a circle. The leaves are oval shapes.

**Counting** - 1. Fishes in the picture. 2. Leaves in the picture.

**Patterns** - Striped and solid colored in a pattern.

**Symmetry** - Blue fish has a striped pattern.

**Sizing** - We can compare sizes in the picture.

**Maths is fun and all around us!**

DELTA CLASS



**MATHSCAPE**



**Counting** - There are 3 fishes that are blue, red and yellow in colour.

3. There are many green leaves in the picture.

**Shapes** - Fishes are oval shaped bodies and the leaves are circle shaped.

1. The arrangement is in circular shape.

2. The red and yellow fish have four dots pattern.

3. The blue fish has more stripes pattern.

**Big and small:**

1. The blue fish is big, the red fish is medium and the yellow fish is small in size.

2. Both the fish are about the same in both size.

ANISHA MOHAPATRA CLASS - I DATES 23

Mathscape



Title: Mathematical connections



**Red = 1**

**Orange = 2**

**Green = 3**

**Yellow = 4**

This picture shows circles and patterns.

- 8 orange flowers and 8 leaves
- Repeating symmetry.
- Teaches us shapes, numbers and balance maths.

Mathscape



The above picture shows the following:

**Counting** - There are 3 fishes.

**Colors** - Blue, Red, Yellow.

**Size** - Blue fish is big, in size. Fish is small and yellow is 13 smaller.

**Shapes** - Fish are oval and circle like shapes. Their eyes are small.

**Counting** - There are 3 fishes.

**Colors** - The fishes are blue, red, yellow.

**Blue fish is the biggest**

**Conclusion** - Mathematics is all around us.

ANISHA MOHAPATRA CLASS - I DATES 23

Mathscape



**Total number of flowers:**

**Total number of leaves:**

The arrangement forms a circular pattern and one individual element (flowers/leaves) have specific shapes. The overall shape can be identified as a star or a circle.

ANISHA MOHAPATRA CLASS - I DATES 23



**Mathscape**

1) Counting (Cardinality)

Count and write down the number of each items:

- Big Orange Flowers - 8 flowers
- Small White Flowers - 8 flowers
- Green Leaves - 8

2) Shapes

Identify the

- The overall arrangement is shaped like a circle or star.
- The outer flowers are arranged in a group that makes a large circle.
- The leaves are arranged to make a simple pattern around the center.




**MATHSCAPE CLASS-I**



\* Examine the picture and elaborate the mathematical connections.

- COUNTING** - There are 3 fish in the picture.
- SHAPES** - The fish bodies look like oval shapes. Their eyes are circle shapes.
- COLOURS** - The fish have different colours - blue, red, yellow.
- SIZE COMPARISON** - The blue fish is the biggest, the red fish is medium, the yellow fish is small.

NIRVAAN SINGH 1<sup>st</sup> TULIPS

**+ MATHSCAPE**

THE FLORAL RANGOLI OBSERVATIONS

**▲ COLOURS** - I see orange, yellow, pink and white flowers, and green leaves.

**SHAPES** - I see circle shaped orange flowers, star-like white flowers and pointed oval shaped leaves.

**✚ COUNTING** - I see eight leaves, eight white flowers, eight orange flowers and one pink flower.

**THE COMPLETE ARRANGEMENT OF FLOWERS AND LEAVES MAKES A BEAUTIFUL RANGOLI.**

DVESHKA SINGH CLASS I DE

**MATHSCAPE**



- COUNTING** - 3 FISHES
- SHAPES** - FISHES = OVAL SHAPES
- PATTERNS** - FISH HAS BLUE AND BLACK STRIPES
- SIZE** - 1 BIG, OTHERS ARE SMALL

SABAR DUB 2<sup>nd</sup> TULIPS

**MATHSCAPE**



Counting and addition:	Shapes:	Symmetry:
Pink flower - 1	1. Pink, yellow and orange flowers are in round shape.	The design is symmetrical like a wheel. After rotating the design, it looks the same.
Yellow flower - 1	2. Leaves are in triangle shape.	Pattern:
Orange flowers - 8	3. White flowers are in pentagon shape.	Flower arrangement follows the same circular pattern.
Green flowers - 8		- By @ Ghuman Class - 2 DATES
White flowers - 8		
<b>Total = 26</b>		





# OCTOBER-NOVEMBER



**MathScape**  
Class-II

**Addition and Subtraction**  
Adding the total number of items bought.  
(Example: 3 cans + 2 boxes = 5 items)  
Subtracting when some items are removed from the cart.  
(Example: 5 - 1 = 4)

**Measurement**

- Comparing the height of children or shelves
- Measuring the weight of grocery items like fruits or

**Sorting and Grouping**

- Grouping items by type (fruits, cans, snacks)
- Sorting by size, color, or quantity

**Geometry**  
Identifying shapes — cylindrical cans, rectangular boxes, circular lids, etc.

KAIRAV GROVER  
II - NIGHTINGALE

**MathScape**

Examine the picture and elucidate its mathematical connections.

There are 36 jars of apple jam and 19 jars of pineapple jam in a shop. How many more jars of pineapple jam needs to be shopped?

number of apple jam jars	36
number of pineapple jam jars	19
number of pineapple jam jars left to shop	17

Sidak Singh  
2nd Hoopoe's  
Answer - 17

**MathScape**  
**Math in Grocery Store**

- Counting**  
We can learn to count by counting number of items in the trolley or on the shelf. Also, we can count how many cans are there in one row.
- Addition & Subtraction**  
Total number of kids in the store by adding.  
How many are girls out of them, we can learn subtraction
- Shapes**  
We can see how many cylindrical cans, rectangular boxes and square packets.
- Money learning.**  
Shopping involves rupees and paise - counting, adding, and giving back change

**Mathematical Connections in the Rangoli**

- Circles**  
The rangoli has many circular patterns. One big circle outside and several smaller circles inside.
- Symmetry**  
The design is the same on all sides (radial symmetry). If you divide the rangoli into equal parts, each part looks similar.
- Patterns**  
Repeating shapes and colors create a beautiful pattern. The same shapes are repeated around the circle.
- Shapes**  
You can see shapes like circles, petals (oval shapes) and small dots. Some patterns look like triangles arranged around the circle.
- Counting**  
You can count petals, layers, circles, and repeating designs
- Fractions**  
The rangoli can be divided into equal parts like  $\frac{1}{4}$ ,  $\frac{3}{4}$ ,  $\frac{1}{2}$  etc.
- Measurement**  
The design shows equal spacing and equal lengths of petals.

KAIRAV GROVER  
II - NIGHTINGALE

**MathScape**

Examine the picture and elucidate its mathematical connections.

Identify the 2d shapes that are present in this picture and write the number of sides and corners of each one.

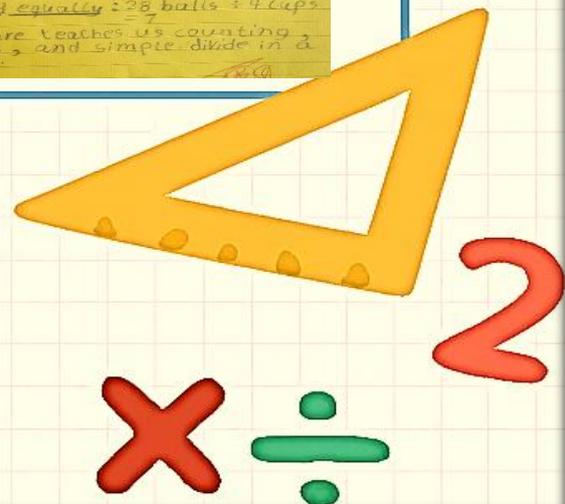
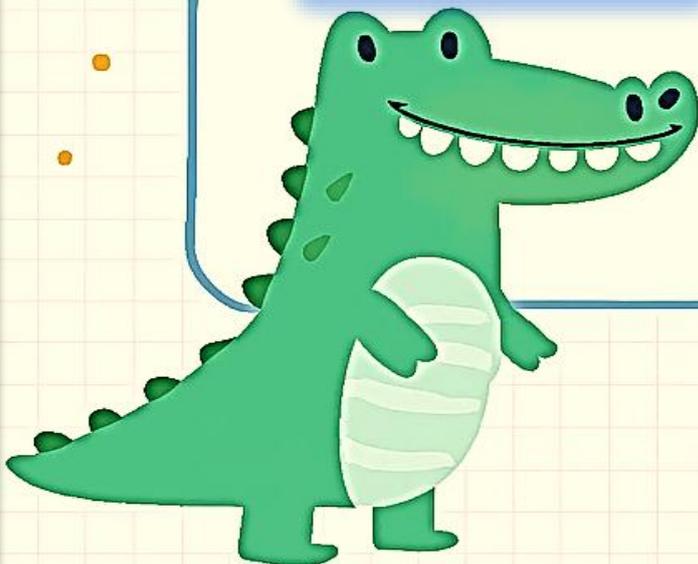
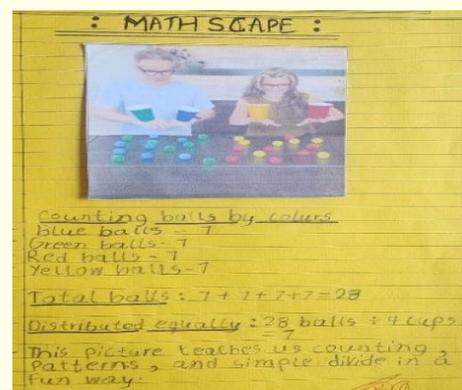
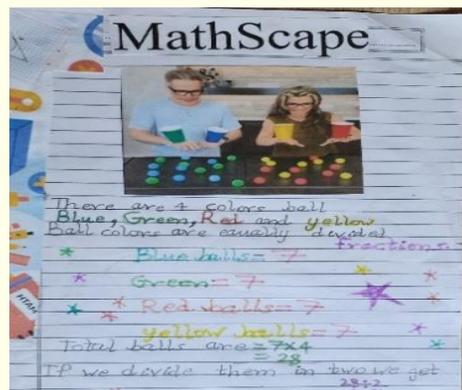
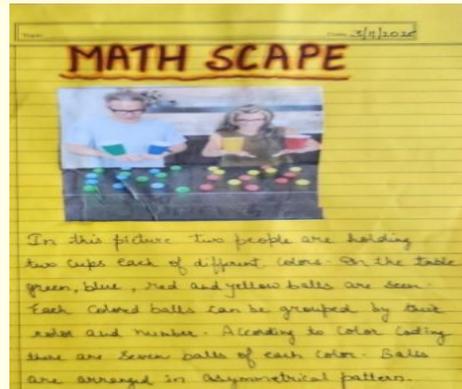
2d shape	Sides	corners
Circle	0	0
Rectangle	4	4
Triangle	3	3

Sidak Singh  
2nd Hoopoe's

# MATHSCAPE-CLASS 3

## Learning Beyond Numbers

The **MathScape** activity provided an exciting platform for Class III students to observe, analyze, and connect mathematical ideas with real-life situations. Students enthusiastically examined the picture and confidently expressed concepts such as grouping, sorting, counting, and comparison in their own words.



## Learning Math Through Real-Life Experiences

The students of Class III enthusiastically participated in the MathScape activity, where learning mathematics went beyond the classroom and into real-life situations. Through a vegetable shopping experience, students explored how math is used in our day-to-day activities.

TOPIC: Math Scape Activity DATE: \_\_\_\_\_

**Explanation:-**

- Multiplication:** The calculation uses multiplication to find the cost of multiple items of the same price (3 items at ₹25 each, and 2 items at ₹30 each).
- Addition:** The individual costs (₹75 and ₹60) are added together to find the total amount spent (₹135).

TOPIC: Richhi dated 11/11/24 DATE: \_\_\_\_\_

### MathScape

This is about calculating the total cost of items bought in grocery store thinking about simple calculation.

- Cost of the first items =  $3 \times 25 = 75$
- Cost of second items =  $2 \times 30 = 60$
- Total Cost =  $75 + 60 = 135$

He must spend 135 for his groceries.

This demonstrates a basic application of multiplication and addition to solve a real-world problem.

### MathScape

Class-III

**Math Scape Scenario Explanation**

Topic: Real Life Math from vegetable shopping.

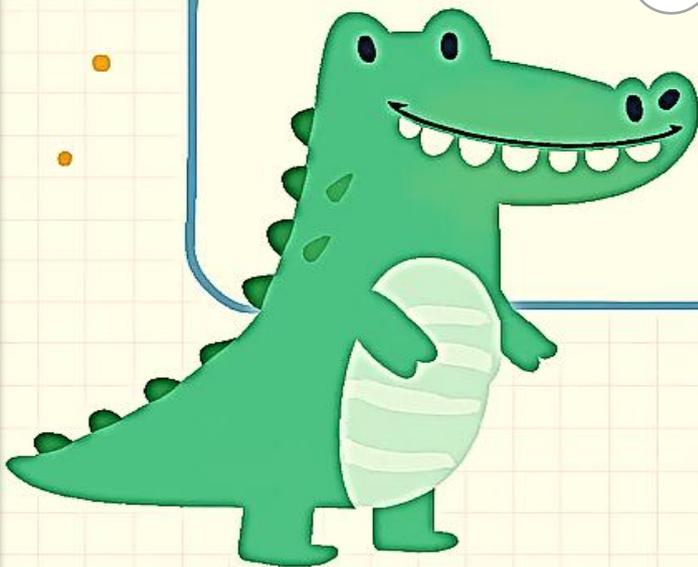
**Scenario Description:**  
A child is standing at a vegetable shop. In front of him, a green crates filled with vegetables. Each crate has a price label.

**Mathematical Connection**

- He buys 3 tomatoes, each costing ₹25.  
 $3 \times 25 = 75$
- He buys 2 cauliflower, each costing ₹30.  
Total money spent  
 $75 + 60 = 135$

**Explanation:**  
This page shows how we use multiplication and addition while shopping.

Such interactive activities not only strengthen conceptual understanding but also make learning joyful and engaging. Kudos to our young learners for their active participation and eagerness to learn—keep exploring, calculating, and discovering the magic of mathematics in everyday life!



2

# MATHS SCAPE - CLASS IV

AUGUST

**Mathscape 101**



I think that this table is correlated to:

- Counting
- Measurement
- Patterns
- Classification

**Mathscape Activity**



Counting - number of apples, bananas, pears, and bunches of grapes.  
Sorting - the fruits can be sorted by type (apples, bananas, grapes, pears) or by color.  
Estimation - estimate the number of grapes in a bunch or the total weight of the fruit.  
Fractions - if you have 10 pieces of

**MATHEMATICAL CONNECTIONS IN A Fruit Basket**

Fruit	Number
Banana	4
Pears	3
Apples	2
Grapes	1 bunch

**1. Addition and Subtraction**  
If 2 apples are eaten, remaining apples =  $2 - 2 = 0$  apples.  
If 3 more bananas are added, total bananas =  $4 + 3 = 7$  bananas.

**2. Multiplication**  
Each banana bunch has 4 bananas, so, if there are two bunches, total bananas =  $2 \times 4 = 8$  bananas.

**3. Fractions**  
If the total fruits = 10  
Bananas =  $\frac{4}{10}$   
Pears =  $\frac{3}{10}$   
Apples =  $\frac{2}{10}$   
Grapes =  $\frac{1}{10}$

**Math Scape**



- Counting & Measurement: Number of apples = 6, Number of pears = 3, Number of bananas = 2, Number of grapes = 1 bunch.
- Addition: Apples + Pears =  $6 + 3 = 9$ , Bananas + Grapes =  $2 + 1 = 3$ .
- Shapes and Geometry: Basket = (circular shape), Bananas = (long, curved line), Apples = (sphere), Grapes = (small spheres forming a cluster/grouping).

Shayya Kalra

**MATHSCAPE**



Picture Description: The image shows a basket containing different types of fruits: apples, grapes, pears, and oranges.

- Counting and Number: Bananas = 5, Apples = 3, Pears = 2, Grapes = 1 bunch.
- Mathematical Connections: Total Fruits =  $5 + 3 + 2 + 1 = 11$ .

Fruits can be categorized in patterns (for example, banana and apple are red, etc.)

**MATHSCAPE**



These are the fruits included in the basket of grapes. Because the grapes are small, they are not counted as a whole fruit.

SEPTEMBER

**MathScape**



- Counting and Multiplication: The box had 4 rows and 5 columns. Total balls =  $4 \times 5 = 20$ .
- Shapes & Arrangement: The balls are spherical and take a ball. The containers are in a square grid.
- Fractions & Probability: Fractions = (Example: Fraction of pink balls =  $\frac{4}{20}$ ). Chance of getting a pink ball =  $\frac{1}{5}$ .
- Patterns: Each row and column shows a repeated color. Spot and facial pattern.

**MATHSCAPE**



**MATHEMATICAL CONNECTIONS**

- Counting and Grouping: The chocolates can be counted individually or grouped by color demonstrating addition and categorization.
- Multiplication: The total number of chocolates can be found using multiplication ( $4 \times 6 = 24$ ).
- Division and Fractions: Concept ( $\frac{1}{6}$  of chocolates and dividing the chocolates equally can be explained).
- Geometry: Shape and symmetry. The chocolates are spheres and their arrangement shows rectangular symmetry.

Ayush 4A

**MathScape**



I think this picture can be correlated to:

- MEASUREMENT
- FRACTIONS

Each slice of orange is a fraction of the whole orange. The whole orange can be divided into 8 equal parts. Each part is showing the fraction.

The whole orange is equal to Fractions. As the whole is 1, each slice is showing  $\frac{1}{8}$  of the whole.

Each slice is a whole related to measurement. As the whole is 1, each slice is a fraction of the whole.

OCTOBER

**Mathscape**



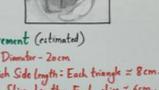
**Shapes**  
There are different shapes in the picture - Semi-circle, Cylinder.

**Measurement**  
The juice is measured in the glass. The juice is measured in millilitres.

**Fractions**  
The juice is  $\frac{1}{2}$  of the glass. The juice is also  $\frac{1}{4}$  of the glass. Another slice of orange is  $\frac{1}{4}$  of the whole.

Chaitanya

**MathScape**



- Measurement (Estimated)
  - Plate Diameter - 20cm
  - Sandwich Side Length: Each triangle = 8cm
  - Apple Slice Length: Each slice = 6cm
- Fractions
  - If sandwich cut into 2 triangles each piece is  $\frac{1}{2}$
  - 2 sandwiches in total  $\rightarrow$  4 triangles  $\rightarrow$  4 triangles  $\rightarrow$  each piece is  $\frac{1}{4}$  of all sandwiches.
  - If the apple was cut into 8 slices, and then an 8 slices here  $\rightarrow$  you have  $\frac{1}{8}$  of the apple.
- Geometry - Data handling
  - 2D Shape: Triangle (sandwich halves), Circle (apple), curved shape (apple slice)
  - 3D Shape: Sandwich - triangular prism, Apple slice - sector of a sphere.
  - Symmetry: Each sandwich triangle has

2D Shape	3D Shape
Sandwich	Triangle
Apple Slice	Circle

**MathScape**



- There is a one orange from glass it is divided into 8 equal slices.
- There is a one orange on a table it is like a one slice.
- Let's a fraction and Addition also.

Tanishka Bhat

OCTOBER

### MATHS SCAPE ACTIVITY



**Shape**

- Orange - Circle
- Glass - Cylinder
- Lemon - Circle
- Juice - Liquid

**Multiplication**

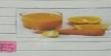
- 1 Orange juice = 200ml
- 2 Oranges = 400ml
- 3 Oranges = 600ml
- 4 Oranges = 800ml
- 5 Oranges = 1000ml

**Estimate**

- The orange is not a perfect circle
- The glass is not a perfect cylinder

Author: [Name]

### MATH SCAPE



**Shape**

- Orange - Circle
- Basket - Cylinder

**Measurement**

- The basket is not a perfect cylinder
- The oranges are not perfect circles

### MATH SCAPE



Examine the picture and elucidate its mathematical connections.

**Shape**

- The glass is a cylinder
- The orange is a circle
- The juice is a liquid

**Measurement**

- The orange is not a perfect circle
- The glass is not a perfect cylinder

### Math Scape



**Shape**

- Orange - Circle
- Glass - Cylinder

**Measurement**

- The orange is not a perfect circle
- The glass is not a perfect cylinder

### MATH SCAPE - ACTIVITY



**MathScape**

Examine the picture and elucidate its mathematical connections.

**Geometric Connections from the Picture**

1. Orange - Circle
2. Glass - Cylinder
3. Juice - Liquid

**Measurement**

- The orange is not a perfect circle
- The glass is not a perfect cylinder

### MATH SCAPE - August



**MathScape**

Examine the picture and elucidate its mathematical connections.

**Geometric Connections from the Picture**

1. Orange - Circle
2. Glass - Cylinder
3. Juice - Liquid

**Measurement**

- The orange is not a perfect circle
- The glass is not a perfect cylinder

NOVEMBER

### MathScape



Examine the picture and elucidate its mathematical connections.

**Shape**

- The stadium is a circle
- The ground is a rectangle
- The pitch is a rectangle

**Measurement**

- The stadium is not a perfect circle
- The ground is not a perfect rectangle
- The pitch is not a perfect rectangle

### MathScape

Examine the picture and elucidate its mathematical connections.



**Geometric Connections in the picture could be:**

- **Geometry:** The cricket field is circular with many lines and boundaries that make geometric shapes like circles, lines, and rectangles.
- **Measurement:** Situations of the field, seating capacity, and distance between elements like the pitch and stadium light could involve the mathematical concepts of distance.

### MATH SCAPE



**SHAPE**

The ground looks like a big circle. The pitch in the middle looks like a rectangle. The boundary rope shows the concept of perimeter of a circle.

**MEASUREMENT**

Players run between wickets connects to distance and speed.

Number of batsmen, number of bowlers, number of spectators, scoreboard display shows connects to number and counting.

MathScape is a monthly mathematics activity that helps students connect real-life images with mathematical concepts. Each month, students observe, interpret, and link visuals to topics such as numbers, fractions, measurement, and geometry. In August, a fruit basket was used to explore counting and fractions. September's tray of chocolates highlighted arrays and sharing. A glass of juice in October introduced capacity and measurement, while a circular stadium in November helped students understand geometric concepts.

# MATHSCAPE-CLASS V

The students were given a picture and were asked to examine it carefully to identify and explain the mathematical concepts present in it. The activity aimed to help students observe mathematics in real-life situations and develop logical thinking. This activity encouraged critical thinking, visual reasoning, and real-world application of mathematics.

Topic: \_\_\_\_\_ Date: \_\_\_\_\_ Page No: \_\_\_\_\_

Question: Examine the picture and elucidate its mathematical connections.

1. Arrays and Multiplication:

- The egg carton visibly demonstrates an array, a rectangular arrangement of objects in rows and columns. A standard carton holds 12 eggs arranged in 2 rows of 6, or 6 columns of 2.
- This arrangement can be used to teach multiplication facts, like  $2 \times 6 = 12$  or  $6 \times 2 = 12$ , illustrating the commutative property of multiplication.

2. Counting and Number Sense:

- The compartments allow for direct counting of eggs, reinforcing one-to-one correspondence.
- It can be used to practice counting by groups (e.g., counting by twos or sixes).

3. Fractions:

- A full egg carton can represent a "whole" and individual eggs or groups of eggs can represent fractions (e.g., one egg is  $1/12$  of the carton, half a carton is  $1/2$  or  $6/12$ ).

HITANSHI GOSWAMI  
V-A

MathScape



Mathematical connection of picture

- Counting the chairs
  - There are 4 stacks of chairs
  - Stack one has 5 chairs, stack two has 13 chairs, stack three has 17, stack 4 has 14
- Addition
  - Total number of chairs  $5 + 13 + 17 + 14 = 50$
- Bar graph
  - Highest
  - 1. Stack 3
  - 2. Stack 4
  - 3. Stack 2
  - 4. Stack 1

Adhira

**SYMMETRY**

Symmetry occurs when an object or shape is divided into two equal halves by a line. The two halves are mirror images of each other. In the picture, the Taj Mahal is a perfect example of symmetry. If we draw a vertical line through the center of the building, the left and right sides are identical. This is called a line of symmetry.

The Taj Mahal shows perfect symmetry. If we draw a line from the middle (vertical line), both sides look exactly the same.

It has one line of symmetry (vertical).

Example: Left and right minarets are equal in height and shape.

Shapes in the Taj Mahal: Different geometrical shapes are seen in the structure.

Question: Examine the picture and elucidate its mathematical connections.



Answer: Mathematical Connections of the Taj Mahal

- Symmetry:** The Taj Mahal shows perfect symmetry. If we draw a line from the middle (vertical line), both sides look exactly the same.
- It has one line of symmetry (vertical).
- Example: Left and right minarets are equal in height and shape.
- Shapes in the Taj Mahal: Different geometrical shapes are seen in the structure.

to be continued

MATHS SCAPE

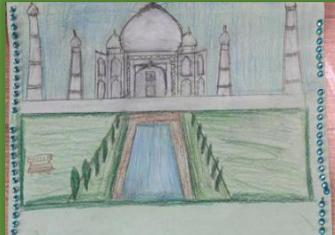


Counting & Number Sense	Multiplication & Division	Fractions
<ul style="list-style-type: none"> <li>The carton typically holds 12 eggs. Concept of a dozen.</li> <li>It can be used to practice counting ones, twos, other numbers.</li> <li>The empty slots can be counted to determine how many eggs are missing.</li> </ul>	<ul style="list-style-type: none"> <li>The carton has two rows of six eggs each, demonstrating <math>2 \times 6 = 12</math>.</li> <li>It can be viewed as six columns of two eggs each, <math>6 \times 2 = 12</math>.</li> <li>If you have 12 eggs you can divide into groups.</li> </ul>	<ul style="list-style-type: none"> <li>one egg represents <math>1/12</math> of a full carton.</li> <li>half a dozen eggs represent <math>1/2</math> or <math>6/12</math> of the carton.</li> <li>If some eggs are removed, fractions can be used to describe the remaining portion. eg. if 3 eggs are gone <math>3/12</math> or <math>1/4</math> remain.</li> </ul>

Question: Examine the picture and elucidate its mathematical connections.



Answer: The picture of stacked chairs shows that Mathematics exists in daily life. It teaches us counting, patterns, symmetry, geometry, proportion, and measurement. Each stack can represent a set, showing concepts like multiplication and division. The shape and patterns in the chair design reflect geometry and symmetry, proving that Math is not just numbers - it is a way to understand the world around us.



1. SYMMETRY -  
 • The Taj Mahal is a perfect example of line symmetry.  
 • If you draw a vertical line through the center of the dome, both sides look exactly the same.  
 • Even the garden and walkway follow mirror symmetry.

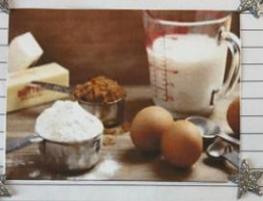
2. Geometry in structures -  
 • DOMES → Resemble hemispheres.  
 • ARCHES → Shaped like semi-circles.  
 • MINARETS (TOWERS) → LOOK LIKE CYLINDERS



1. COUNTING AND NUMBERS -  
 WE CAN COUNT THE NUMBER OF CHAIRS IN EACH STACK.  
 THESE NUMBERS FORM A SEQUENCE - THEY INCREASE BY A FIXED NUMBER.

PATTERNS -  
 THE HEIGHTS OF THE STACK SHOW AN ARITHMETIC PATTERN.  
 THE MORE CHAIRS STACKED, THE TALLER THE PILE - SHOWING A LINEAR RELATIONSHIP.

Question: Examine the picture and elucidate its mathematical connections.



Answer: Measurement: The most prominent connection is measurement. The image shows ingredients being measured using a measuring cup and a measuring jug. Students could discuss concepts like volume.

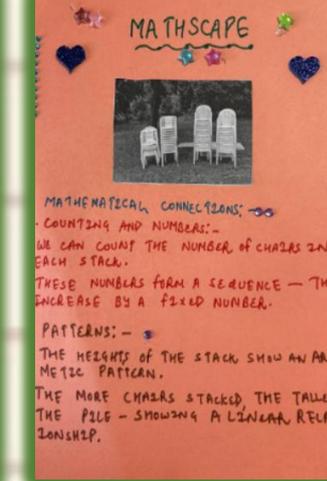
Volume: The milk is in a measuring jug, showing specific volume measurements.

Mass/Weight: The other ingredients (flour, butter, brown sugar) are often measured by weight or mass.



Mathematical Connections in the Picture -  
 • Measurement (Volume & Weight): The milk is measured in millilitres (ml), flour and sugar in cups (1 cup = 250ml), butter in grams.

• Fractions: Recipes often use fractions such as 1/2 cup, 1/4 spoon or 2 eggs (half of 4).



1. Counting - In the given image we can see and count there are 6 eggs in the top carton and six in the bottom carton.  
 2. Addition: We can add the number of eggs in each carton i.e. 6 + 6 = 12 eggs.  
 3. Subtraction: The top carton has 6 empty slots (6 - 6) and the bottom carton has 6 empty slots (6 - 6). Total empty slots are 12.  
 4. Multiplication & Division: If each row has 3 eggs and there are 4 rows per carton then (3 x 4) = 12 per carton.

Mathscape Tvesha Gupta V-F  
 the mathematical connections Q.12 -

1. Measuring ingredients  
 • Flour, milk, sugar are measured using cups and spoons.  
 • Examples: 1 cup of flour.

2. Multiplying and Dividing Recipes  
 What if you want double the cookies?  
 Multiply each ingredient by 2!  
 • Or half the recipe?  
 Divide each ingredient by 2!

Time and Temperature  
 Baking needs time and you can use clocks to find, more and less times.

Bar Graphs  
 Baking Ingredient Quantities

Ingredient	Quantity
Flour	1.50
Eggs	0.75
Milk	1.00
Sugar	0.75

Q. Can you tell which ingredient to use the more cups flour?  
 Q. Convert sugar and cocoa, which one is more and by how much?  
 ans. Sugar is more by 1.00.

MATHSCAPE

Mathematical Connections in the Picture -  
 • Measurement (Volume & Weight): The milk is measured in millilitres (ml), flour and sugar in cups (1 cup = 250ml), butter in grams.

• Fractions: Recipes often use fractions such as 1/2 cup, 1/4 spoon or 2 eggs (half of 4).

mathscapes

Q. Examine the picture and elucidate its mathematical connections.

Ans. The picture given above is of the Taj Mahal, it showcases the mathematical connections of symmetry. Symmetry is when an object is balanced and looks the same on both sides of a central line or point, like the Taj Mahal. It can be divided into 2 equal halves.

MATH SCAPE

1. Counting - In the given image we can see and count there are 6 eggs in the top carton and six in the bottom carton.  
 2. Addition: We can add the number of eggs in each carton i.e. 6 + 6 = 12 eggs.  
 3. Subtraction: The top carton has 6 empty slots (6 - 6) and the bottom carton has 6 empty slots (6 - 6). Total empty slots are 12.  
 4. Multiplication & Division: If each row has 3 eggs and there are 4 rows per carton then (3 x 4) = 12 per carton.

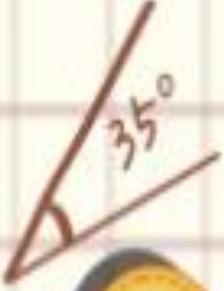
if you want to distribute the eggs equally in 2 cartons  
 $\frac{12}{2} = 6$  eggs in each carton

5. Fractions: Fractions of the carton filled with eggs  
 $\frac{6}{12} = \frac{1}{2}$   
 Fraction empty =  $\frac{6}{12} = \frac{1}{2}$

Rudresh V-G

$f(x) = x$   
 $y = x$   
 $x = y + 1$

$a \times b = c$



$x \times c$

$y = x^2$



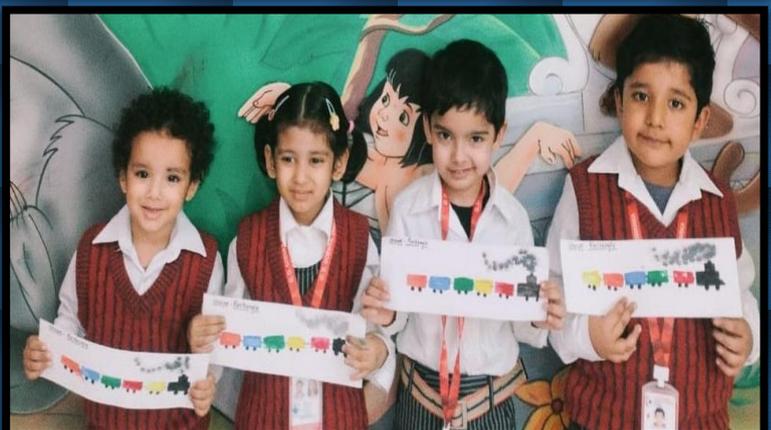
# THE WORLD OF MATHS- NURSERY



The basic foundation of math is understanding numbers and quantities. For hands-on fun, students explored the number 8 through a drive-a-car-on-Number-8 activity. The children then took turns playing a chair game for the number 9, counting the dots on the cards and placing them on the corresponding numbered chair. Through a caterpillar activity focused on the number 10, students will match the numbers on the caterpillar's body to the dots on the circles.



The fun activity on rectangles was thoroughly enjoyed by the Nursery class students. In this activity, the students made a train using a rectangular eraser.



Our curious Nursery students embarked on an exciting adventure to explore the concepts of 'heavy' and 'light'. The students enjoyed circling the heavy objects and crossing out the light objects.





Through this fun activity, the Nursery students practised their shape recognition, fine motor skills, and imaginative play—all while having lots of fun. Using rectangles, triangles, circles, and squares, our little astronauts built their very own colourful rockets. They used a rectangle for the rocket's body, triangles for the pointy top and fins, and circles for the windows as part of their HPC craft.





The basic foundation of math is understanding numbers and quantities. For hands-on fun, students played a captivating game on the number 14, where they found the number written on the sun rays and placed an ice-cream stick with the matching number on it. To improve the students' numeracy skills, a hopscotch activity was carried out in which the students jumped on the number 15.



Learning shapes helps students learn to differentiate between objects. To memorise how the diamond shape differs from other shapes, they will perform an activity in which they make a colourful kite and paste it above the buildings.



Learning about 'more' and 'less' was an enjoyable experience for our little Goenkans. The students played a two-player card game in which they selected picture cards from the deck and compared them.





Children adore playing with numbers, recognising their importance as a foundation for most other mathematical skills. In Nursery, students engaged in an activity centred around the number 16, which highlighted the significance of using an abacus. This activity greatly contributed to improving the students' mathematical and analytical competencies.



Furthermore, the young learners affixed seventeen ice-cream sticks to revisit the concept of the number 17. Additionally, they parked the car in the parking area, reinforcing the understanding of the number 18.



The fun activity on the semicircle shape was thoroughly enjoyed by the Nursery class students. In this activity, the students pasted a semicircle to create a mushroom and decorated it with bindis.



Little Goenkans thoroughly enjoyed the fun experiment with hot and cold objects. They learned to identify objects as hot or cold and actively participated in a discussion about the importance of being careful when handling hot objects.



# MAGIC OF MATH KINDERGARTEN

Our young learners explored numbers through hands-on, playful activities, practicing number names, counting, and learning concepts in a creative way.

## NUMBER NAME THREE

Students had fun creating an adorable ladybug craft while learning the number name “three” and counting its three spots.



## HOPSCOTCH

Students enthusiastically played hopscotch, jumping on the number names from one to four to strengthen their number recognition.



## MEASURE AND COMPARE

Students had fun measuring objects to understand the concepts of tall and short through hands-on learning.



Our young learners explored the number names five and six through fun, hands-on activities. They also enjoyed building towers, combining creativity with counting and learning about height and balance.

### NUMBER NAME FIVE

Students created a hand cut-out craft to learn the number name "five", writing the number names on each finger.



### NUMBER NAME SIX

Students enjoyed a clay activity while learning the number name "six", shaping and counting six clay balls.

### BUILD THE TOWER

Students built a tall tower with clay boxes, boosting teamwork, creativity, and their understanding of balance and measurement.



Students explored number names seven and eight through creative exercises. They also enjoyed addition with hangers, counting ladybug spots, and engaging tree crafts, making math interactive and fun.

### NUMBER NAME SEVEN

Students learned seven by colouring the seven rainbow colours, joyfully linking numbers, colours, and creativity.



### NUMBER NAME EIGHT

Students traced eight on a sand tray. This tactile activity boosted fine motor skills and number recognition.



### ADDITION HANGER

Students used an addition hanger to clip numbers, making counting and addition fun and visually engaging.

### TREE CRAFT

Students created a tree craft and counted and added apples on its branches, making counting and addition enjoyable.



### LADYBUG CRAFT

Students learned addition by counting the black spots on both ladybug wings, using visual and hands-on learning.



Young students explored number names nine and ten creatively. They also practiced backward counting and subtraction using a number pyramid, ball smashing and haircut activities.

### NUMBER NAME NINE

Students created a colourful caterpillar using circles and wrote spelling of the number name nine.



### NUMBER NAME TEN

Students enjoyed placing ten bindis on a mushroom craft, practicing number recognition.

**NUMBER PYRAMID**  
Backward counting became fun as students read a number pyramid from 20 to 0.



### SUBTRACTION

Sticky-note haircut and smash the ball activities helped students understand subtraction in a playful,

# MATHELETES Class 1

**Ascending Order**

Harshita Gupta 69, Jyoti Agarwal 26, Sapna Goel 44, Mukul Goel 43, Lavik Goel 6, Tanvi Agarwal 27

Ascending order - 69, 26, 44, 48, 6, 27

\* 6, 26, 27, 44, 48, 69



**Ascending Order**

**ASCENDING ORDER**

YASHIKA SINGH (3 YEARS), NIRVAAN SINGH (6 YEARS), RUCHIKA (29 YEARS), KOSMINVAR (38 YEARS), NIRVAAN SINGH 1<sup>ST</sup> TOLUP

**ASCENDING ORDER**

ME, SISTER, MOM, DAD, GRAND-MA, GRANDPA

**FAMILY MEMBERS IN ASCENDING ORDER**

INEISHA SINGH 5 YEARS, YASHI SOMVANSHY 38 YEARS, ABRISHK SENGH 40 YEARS, GEETA SINGH 60 YEARS, AKHILESHWAR KUMAR SINGH 60 YEARS

**ASCENDING ORDER**

Akshay 6 years, Saanya 6 years, Alpana 33 years, Sourabh 35 years, N Naha 35 years

Our young mathematicians took part in an exciting activity wherein they arranged their family members in the ascending order according to their age. This activity helped them recognize number patterns, improve comparison skills, and develop a deeper understanding of how numbers relate to each other.

**ASCENDING ORDER**

Family members by their age

① Kid - Paarth Aggarwal - 6 years  
② Mom - Abha Gupta - 35 years  
③ Father - Pankaj Aggarwal - 37 years

PAARTH First Aater



**ASCENDING ORDER**

Myself (6 years), Brother (10 years), Cousin Brother (13 years), Cousin Sister (16 years), Mother (34 years), Father (36 years), Aunt (39 years), Uncle (39 years), Grandparents (52 & 52), Great Grandmother

**ASCENDING ORDER**

My Family

Vaani 3 yrs, Krishna 7 yrs, Raksha 3 yrs, Deepak 37 yrs, Dadi Ji 60 yrs, Dada Ji 62 yrs

**family member**

Kaashvi 5, Nitjam 13, Neha 37, Nanaj 38, Seema 37, Kishna Lal 59



**Family Member**

Arjun (5), Arav (13), Father (37), Mother (40 years)

**MY FAMILY MEMBER**

BILLU-13 yrs PET, MITAKSHI-7 yrs ME, NEELMA-36 MOTHER, PUNEET-41 FATHER, MITAKSHI 1ST DAUGHTER

Grade 1 learners enjoyed an engaging weight-measurement activity. Using simple classroom objects, they discovered how to identify, compare, and describe weight—building essential concepts for everyday problem-solving.



# METHOPEDIA CLASS 2

These mats can be used to support the concept of Multiplication as repeated addition and are helpful tool for class 2 students who are learning to master multiplication facts and Times tables,

### TABLES = 2 TO 10

	2	3	4	5	6	7	8	9	10
1x	2	3	4	5	6	7	8	9	10
2x	4	6	8	10	12	14	16	18	20
3x	6	9	12	15	18	21	24	27	30
4x	8	12	16	20	24	28	32	36	40
5x	10	15	20	25	30	35	40	45	50
6x	12	18	24	30	36	42	48	54	60
7x	14	21	28	35	42	49	56	63	70
8x	16	24	32	40	48	56	64	72	80
9x	18	27	36	45	54	63	72	81	90
10x	20	30	40	50	60	70	80	90	100

### TIMES TABLES

TIMES TABLE OF 2	TIMES TABLE OF 3	TIMES TABLE OF 4	TIMES TABLE OF 5
1x2=2	1x3=3	1x4=4	1x5=5
2x2=4	2x3=6	2x4=8	2x5=10
3x2=6	3x3=9	3x4=12	3x5=15
4x2=8	4x3=12	4x4=16	4x5=20
5x2=10	5x3=15	5x4=20	5x5=25
6x2=12	6x3=18	6x4=24	6x5=30
7x2=14	7x3=21	7x4=28	7x5=35
8x2=16	8x3=24	8x4=32	8x5=40
9x2=18	9x3=27	9x4=36	9x5=45
10x2=20	10x3=30	10x4=40	10x5=50

TIMES TABLE OF 6	TIMES TABLE OF 7	TIMES TABLE OF 8	TIMES TABLE OF 9	TIMES TABLE OF 10
1x6=6	1x7=7	1x8=8	1x9=9	1x10=10
2x6=12	2x7=14	2x8=16	2x9=18	2x10=20
3x6=18	3x7=21	3x8=24	3x9=27	3x10=30
4x6=24	4x7=28	4x8=32	4x9=36	4x10=40
5x6=30	5x7=35	5x8=40	5x9=45	5x10=50
6x6=36	6x7=42	6x8=48	6x9=54	6x10=60
7x6=42	7x7=49	7x8=56	7x9=63	7x10=70
8x6=48	8x7=56	8x8=64	8x9=72	8x10=80
9x6=54	9x7=63	9x8=72	9x9=81	9x10=90
10x6=60	10x7=70	10x8=80	10x9=90	10x10=100

### TABLES MAT

2x1=2	3x1=3	4x1=4	5x1=5
2x2=4	3x2=6	4x2=8	5x2=10
2x3=6	3x3=9	4x3=12	5x3=15
2x4=8	3x4=12	4x4=16	5x4=20
2x5=10	3x5=15	4x5=20	5x5=25
2x6=12	3x6=18	4x6=24	5x6=30
2x7=14	3x7=21	4x7=28	5x7=35
2x8=16	3x8=24	4x8=32	5x8=40
2x9=18	3x9=27	4x9=36	5x9=45
2x10=20	3x10=30	4x10=40	5x10=50

6x1=6	7x1=7	8x1=8	9x1=9
6x2=12	7x2=14	8x2=16	9x2=18
6x3=18	7x3=21	8x3=24	9x3=27
6x4=24	7x4=28	8x4=32	9x4=36
6x5=30	7x5=35	8x5=40	9x5=45
6x6=36	7x6=42	8x6=48	9x6=54
6x7=42	7x7=49	8x7=56	9x7=63
6x8=48	7x8=56	8x8=64	9x8=72
6x9=54	7x9=63	8x9=72	9x9=81
6x10=60	7x10=70	8x10=80	9x10=90

10x1=10	10x6=60
10x2=20	10x7=70
10x3=30	10x8=80
10x4=40	10x9=90
10x5=50	10x10=100

### Time Table 2-10

2x1=2	3x1=3	4x1=4	5x1=5	6x1=6
2x2=4	3x2=6	4x2=8	5x2=10	6x2=12
3x2=6	3x3=9	4x3=12	5x3=15	6x3=18
4x2=8	4x3=12	4x4=16	5x4=20	6x4=24
5x2=10	5x3=15	5x4=20	5x5=25	6x5=30
6x2=12	6x3=18	6x4=24	6x5=30	6x6=36
7x2=14	7x3=21	7x4=28	7x5=35	7x6=42
8x2=16	8x3=24	8x4=32	8x5=40	8x6=48
9x2=18	9x3=27	9x4=36	9x5=45	9x6=54
		10x4=40	10x5=50	10x6=60

### TIMES TABLE

1x1=1	1x2=2	1x3=3	1x4=4	1x5=5
2x1=2	2x2=4	2x3=6	2x4=8	2x5=10
3x1=3	3x2=6	3x3=9	3x4=12	3x5=15
4x1=4	4x2=8	4x3=12	4x4=16	4x5=20
5x1=5	5x2=10	5x3=15	5x4=20	5x5=25
6x1=6	6x2=12	6x3=18	6x4=24	6x5=30
7x1=7	7x2=14	7x3=21	7x4=28	7x5=35
8x1=8	8x2=16	8x3=24	8x4=32	8x5=40
9x1=9	9x2=18	9x3=27	9x4=36	9x5=45
10x1=10	10x2=20	10x3=30	10x4=40	10x5=50

1x6=6	1x7=7	1x8=8	1x9=9	1x10=10
2x6=12	2x7=14	2x8=16	2x9=18	2x10=20
3x6=18	3x7=21	3x8=24	3x9=27	3x10=30
4x6=24	4x7=28	4x8=32	4x9=36	4x10=40
5x6=30	5x7=35	5x8=40	5x9=45	5x10=50
6x6=36	6x7=42	6x8=48	6x9=54	6x10=60
7x6=42	7x7=49	7x8=56	7x9=63	7x10=70
8x6=48	8x7=56	8x8=64	8x9=72	8x10=80
9x6=54	9x7=63	9x8=72	9x9=81	9x10=90
	10x7=70	10x8=80	10x9=90	10x10=100

### TIMES TABLE - MAT

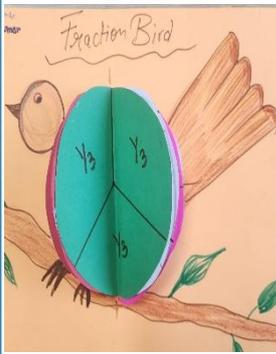
0x2=0	0x3=0	0x4=0	0x5=0	0x6=0	0x7=0	0x8=0	0x9=0	0x10=0
1x2=2	1x3=3	1x4=4	1x5=5	1x6=6	1x7=7	1x8=8	1x9=9	1x10=10
2x2=4	2x3=6	2x4=8	2x5=10	2x6=12	2x7=14	2x8=16	2x9=18	2x10=20
3x2=6	3x3=9	3x4=12	3x5=15	3x6=18	3x7=21	3x8=24	3x9=27	3x10=30
4x2=8	4x3=12	4x4=16	4x5=20	4x6=24	4x7=28	4x8=32	4x9=36	4x10=40
5x2=10	5x3=15	5x4=20	5x5=25	5x6=30	5x7=35	5x8=40	5x9=45	5x10=50
6x2=12	6x3=18	6x4=24	6x5=30	6x6=36	6x7=42	6x8=48	6x9=54	6x10=60
7x2=14	7x3=21	7x4=28	7x5=35	7x6=42	7x7=49	7x8=56	7x9=63	7x10=70
8x2=16	8x3=24	8x4=32	8x5=40	8x6=48	8x7=56	8x8=64	8x9=72	8x10=80
9x2=18	9x3=27	9x4=36	9x5=45	9x6=54	9x7=63	9x8=72	9x9=81	9x10=90
10x2=20	10x3=30	10x4=40	10x5=50	10x6=60	10x7=70	10x8=80	10x9=90	10x10=100

Tejas Srinivas 2nd Bilingual

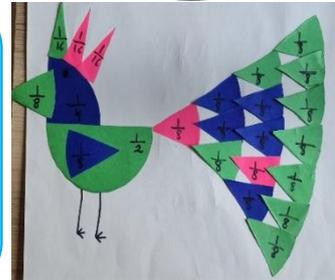
# MATHEDOKU - CLASS 3



Our young mathematicians turned into little artists during the "Fraction Bird Activity", and the classroom buzzed with excitement! Students designed their own vibrant birds using fraction pieces like  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  and more. Each feather, wing, and body part was carefully created from different fractions, helping them see how parts come together to form a whole.



From choosing colours to arranging the fraction pieces, every child showcased imagination, precision, and joy. The result was a wonderful flock of "Fraction Birds" that truly showed how learning can be fun, artistic, and meaningful!



As the colourful birds took shape, so did the students' understanding of fractions. The activity beautifully blended creativity with concept clarity, making Math not just a subject to learn, but an experience to enjoy.

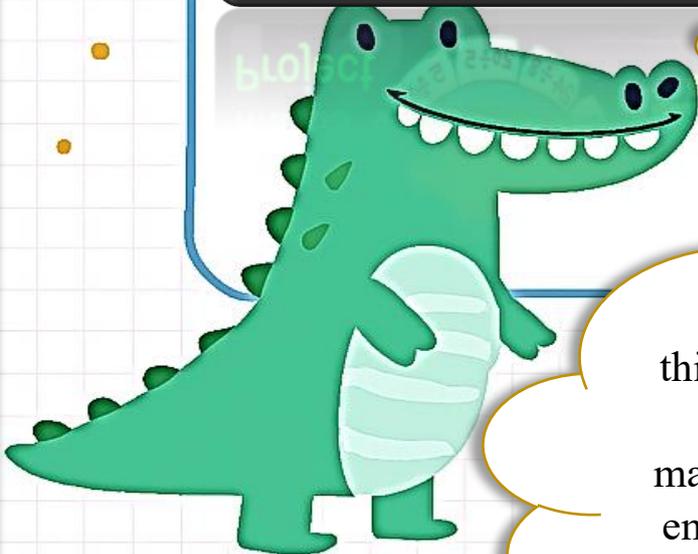
## “Creative Minds, Smart Math!”



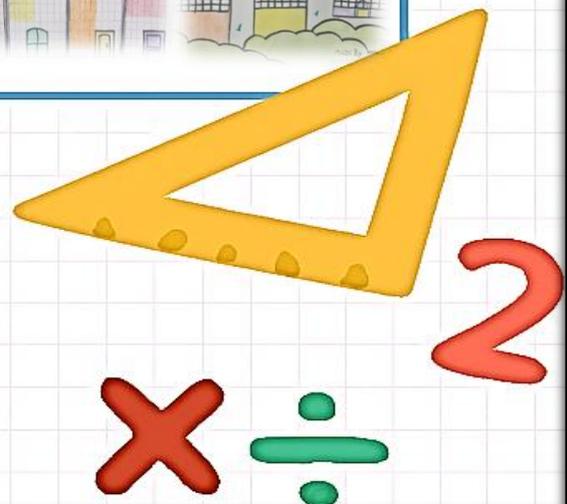
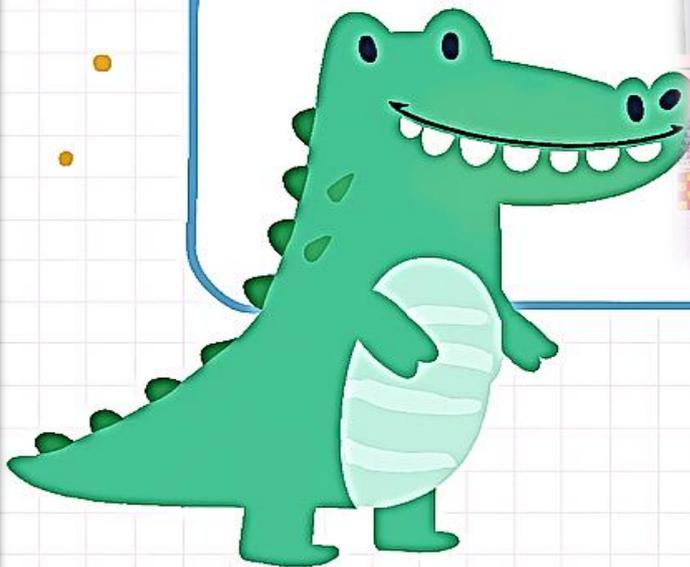
Learning becomes magical when children build their own ideas. With bright colours, movable wheels, flip-cards, and cleverly designed patterns, the students created interactive math models that beautifully illustrated the link between multiplication and



Such activities nurture curious thinkers, inspire problem-solvers, and encourage every child to see mathematics as a fun, meaningful, and empowering subject. Class 3 students proved once again that when learning

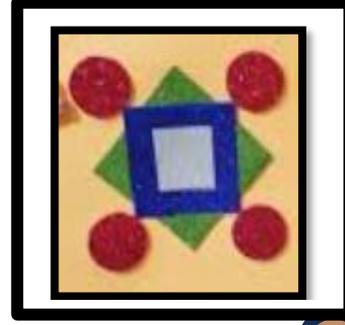
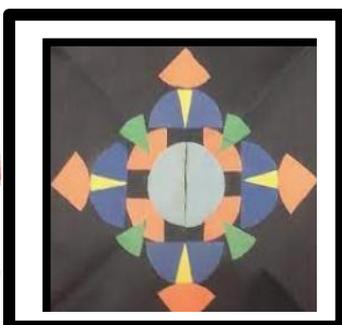
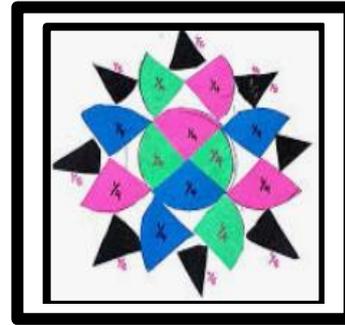
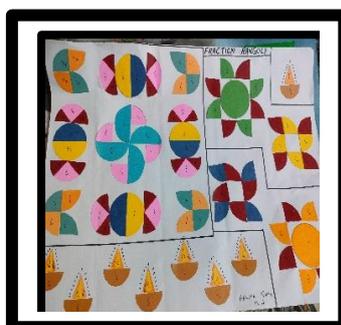
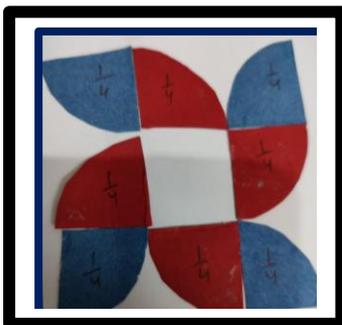
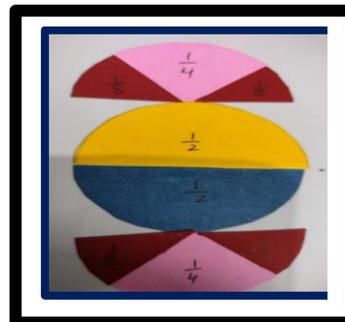
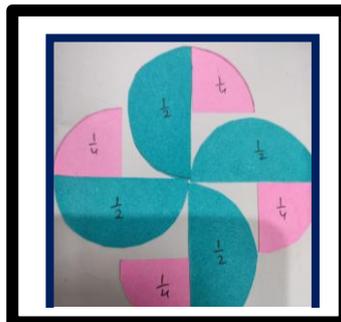


"The young mathematicians of Class 3 demonstrated multiplication strategies with remarkable creativity and clarity. This thoughtfully designed activity not only enhanced their conceptual understanding but also highlighted the real-life relevance of multiplication in an engaging and meaningful way."



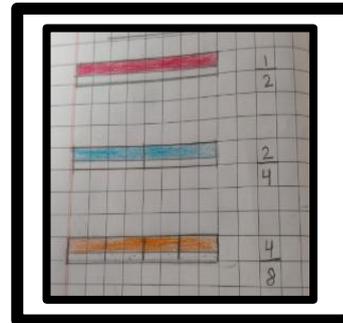
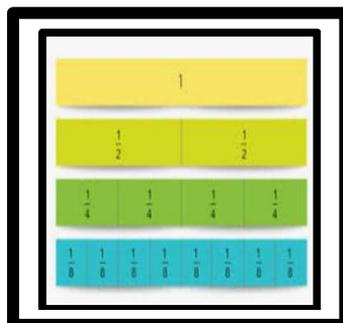
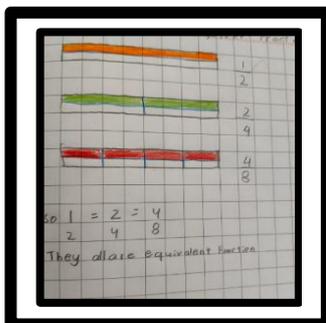
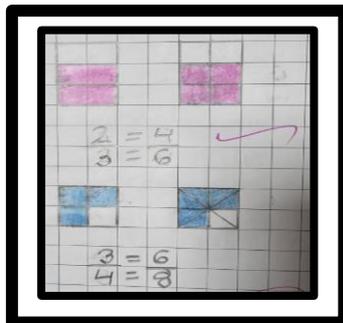
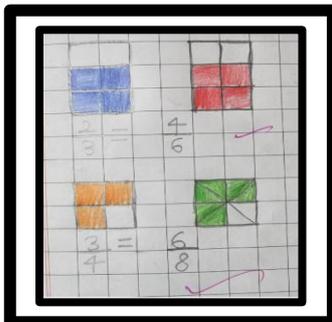
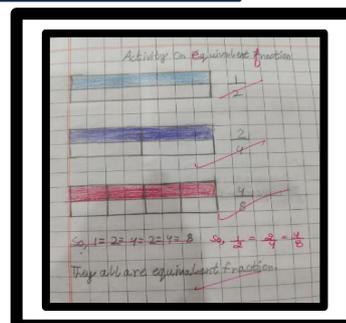
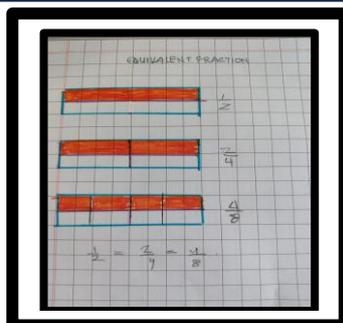
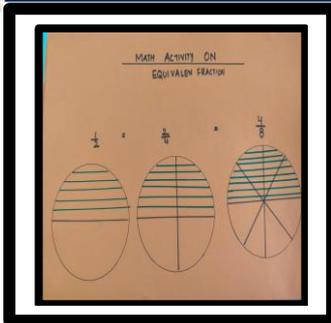
## MATH MANIA - CLASS IV

**Fraction Fiesta: Rangoli Magic**- Class IV students explored fractions through a rangoli-making activity by dividing designs into equal parts and colouring fractional sections to create colourful and symmetrical patterns.



Through this activity, students developed a stronger understanding of fractions as parts of a whole. They enhanced their observation and critical thinking skills while enjoying a creative and engaging approach to mathematics. This exercise also fostered precision and an appreciation for symmetry, laying a solid foundation for future fraction-related concepts.

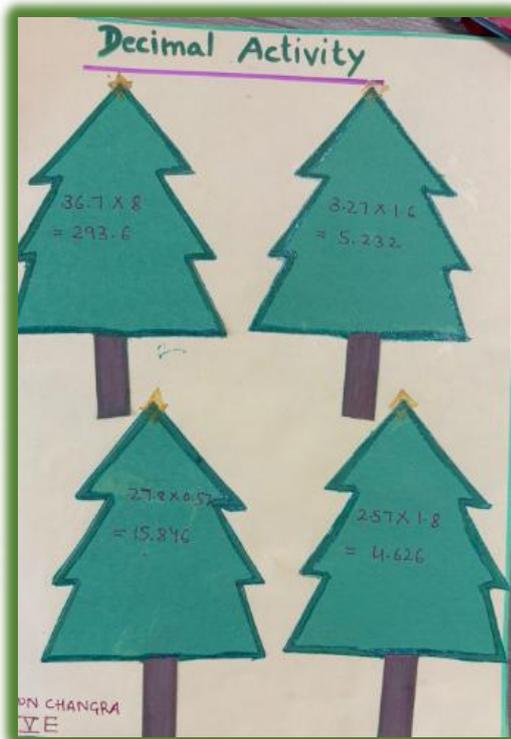
**EXPLORING EQUIVALENT FRACTIONS-** Class IV students participated in a hands-on activity to understand equivalent fractions. The objective of the activity was to help students grasp the concept of equivalent fractions through a simple visual colouring activity.



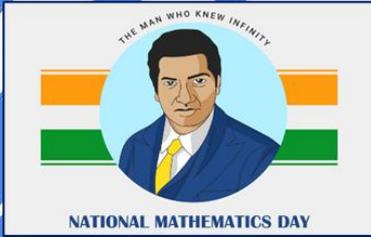
By interacting with fraction strips and colouring different parts, students could clearly see how equivalent fractions work. This practical experience not only captured their interest but also helped build a strong and lasting foundation for understanding fractions. The hands-on activity simplified the concept and encouraged active participation, critical thinking, and meaningful learning.



Decimals play an important role whenever exact measurements are needed, whether it is counting money, noting weights, or measuring lengths. The methods for working with decimals are clear and easy to follow. During the activity, students showed great excitement as they created trees and displayed multiplication using decimal numbers on them.

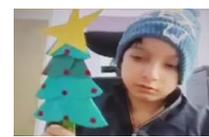
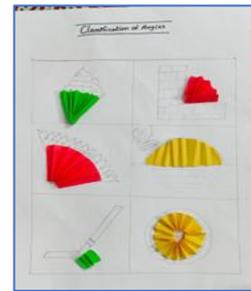


$$M = \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

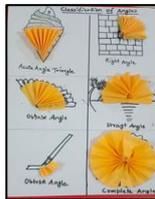


## Celebrating National Mathematics Day

National Mathematics Day was celebrated with great enthusiasm to commemorate the birth anniversary of the legendary mathematician Srinivasa Ramanujan. The celebration aimed to nurture students' interest in Mathematics and help them understand mathematical concepts through fun-filled, creative, and hands-on activities. The programme was successfully conducted in online classes for students from Class I to Class V.



A variety of age-appropriate activities were thoughtfully designed to integrate mathematical thinking with creativity and enjoyment. Students participated in engaging paper-folding and craft-based activities that helped them explore basic and advanced mathematical concepts such as shapes, symmetry, patterns, spatial understanding, three-dimensional forms, and different types of angles. Festive-themed activities like paper folding crafts, creative tree designs, 3D ornaments, and origami-based angle exploration made learning meaningful and enjoyable.



All activities were conducted smoothly in the online mode with active participation from students. The celebration effectively conveyed that Mathematics is not just about numbers, but also about creativity, logic, and joyful learning.



$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$$2 \square 1 \square 6 \square 6 = 48$$

+ - × ÷

$$\text{👻} + \text{👻} + \text{👻} = 60$$

$$\text{👻} + \text{🍇} + \text{🍇} = 26$$

$$\text{🍇} + \text{🍊} + \text{🍊} = 15$$

$$\text{👻} + \text{🍇} \times \text{🍊} = ?$$

★★★★☆

$$\text{🍉} + \text{🍊} = \text{🍌}$$

$$8 = \text{🍉} + \text{🍉}$$

$$\text{🍌} = \text{🍊} \times 3$$

$$\text{🍊} - \text{🍉} = 1$$

$$\text{🍊} + \text{🍊} \times \text{🍌} = ?$$



# THANK

# YOU

