

<b>Subject : Mathematics</b>	<b>Level B1</b>	<b>Class – VII</b>	<b>Lesson: 1 (Integers)</b>
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<b>Skill/Competency /Concept</b>	<b>Target Learning Outcomes</b>	<b>Suggested Strategies</b>
<ul style="list-style-type: none"> <li>• Computational Skill</li> <li>• Properties of Addition and subtraction of integers</li> <li>• Multiplication and division Operation on integer.</li> <li>• Properties of Multiplication and Division of integers</li> <li>• Word problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and use of Properties of Addition and subtraction of integers</li> <li>• Understanding and use of Multiplication of two integers with same and opposite signs.</li> <li>• Understanding and use of Properties of Multiplication of integers</li> <li>• Understanding and use of Division of two integers with same and opposite signs.</li> <li>• Understanding and use of Properties of Division of integers.</li> <li>• Word problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual task</li> <li>• Group task</li> <li>• Maths Lab Activity</li> <li>• Crossword puzzle</li> <li>• Oral test based on Mental math</li> </ul>

### Activity – I

**TLO:** Addition and Subtraction of two integers with same and opposite signs.

### Addition and Subtraction of Integers

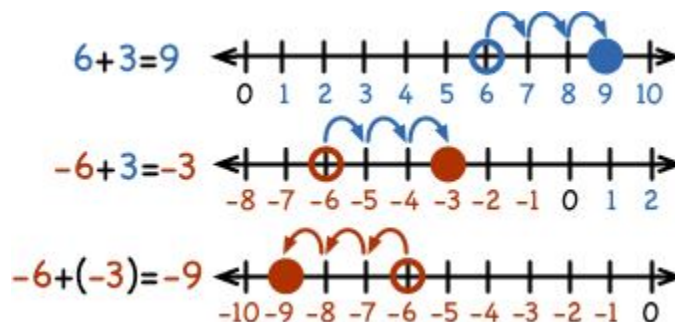
#### Activity Overview

In this activity, students investigate how addition or subtraction of integers is done using number line.

#### Use the number line for adding and subtracting integers:

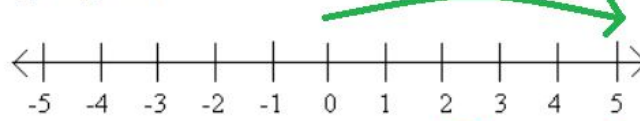
- Add a positive integer by moving to the right on the number line
- Add a negative integer by moving to the left on the number line
- Subtract an integer by adding its opposite

#### ADDITION



## SUBTRACTION

$$5 - 3 = 2$$



$$\text{or } 5 + (-3) = 2$$



### Activity – II

**TLO:** Multiplication of two integers with same and opposite signs.

### Multiplication of Integers--Repeated Addition and Subtraction

#### Activity Overview

In this activity, students investigate how repeated addition or subtraction is related to multiplication.

#### Use number line to multiply integers

Add a positive integer 2, 3 times ( $2 + 2 + 2$ ) and observe the distance moved towards right side on the number line

Observe this is the same as four times the integer ( $2 \times 3$ )

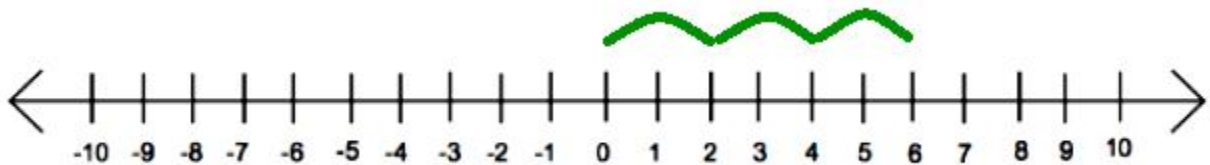
Similarly, add a negative integer three times  $0 + (-2) + (-2) + (-2)$ , this is the same as  $3 \times -2$

Compute  $(0 - 2 - 2 - 2)$  and notice that this is equivalent to  $-3 \times 2$

Compute  $0 - (-2) - (-2) - (-2)$  and observe this is equivalent to  $-3 \times -2$

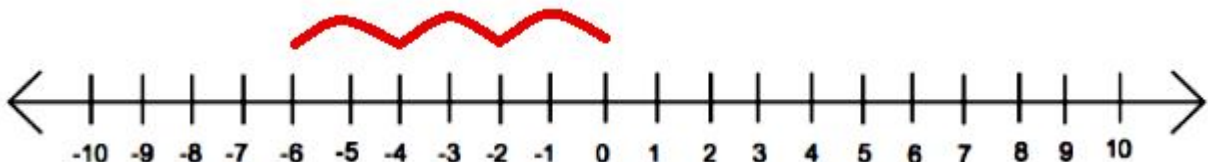
#### Examples: $2 \times 3 = 6$

Multiplying is really just showing repeated adding. So, we need to add 2 three times.  $2 + 2 + 2 = 6$



#### Examples: $-2 \times 3 = -6$

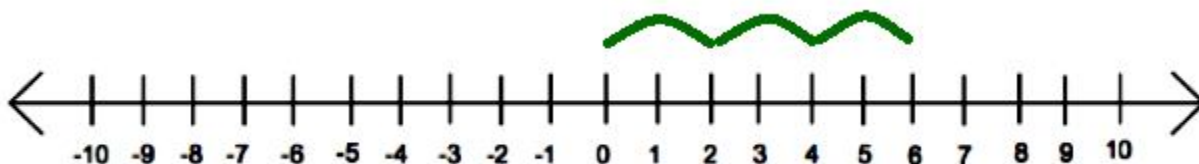
This one is asking us to add -2 three times. That means that we would have  $-2 + -2 + -2 = -6$ .



### Examples: $-2 \times -3 = 6$

This example says that we should add -2 negative 3 times.

The negative symbol as means "the opposite". So if we are going to add -2 the opposite of 3 times, we will move in the opposite direction on the number line. We had moved to the left, so now we move to the right.



### Activity – III

**TLO:** Division of two integers with same and opposite signs.

### Division of Integers--Repeated Subtraction

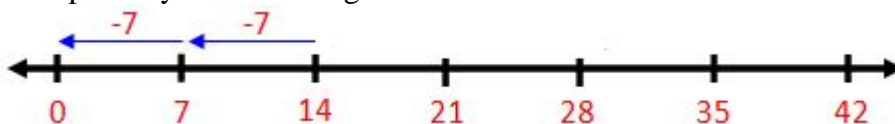
#### Activity Overview

In this activity, students investigate how repeated addition or subtraction is related to Division.

#### Use number line to divide integers

#### Divide 14 by 7

7 is subtracted repeatedly from 14 using the number line



When 7 is subtracted 2 times from 14 in the number line, then we get the remainder zero.

Thus, 7 is subtracted from 14, 2 times.

Hence,  $14 \div 7 = 2$ , 2 is the quotient.

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**ACTIVITY PAGE BY STUDENT**

<b>Subject : Mathematics</b>	<b>Level B1</b>	<b>Class – VII</b>	<b>Lesson: 2 (Fractions &amp; Decimals)</b>
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<b>Skill/Competency /Concept</b>	<b>Target Learning Outcomes</b>	<b>Suggested Strategies</b>
<ul style="list-style-type: none"> <li>• Computational Skill</li> <li>• Fractions</li> <li>• Addition and subtraction of fractions.</li> <li>• Multiplication and Division of a fractions</li> <li>• Decimals</li> <li>• Addition and subtraction of Decimals.</li> <li>• Multiplication and Division of a Decimals</li> <li>• Word problems solving</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and use of Addition and subtraction of fractions.</li> <li>• Understanding and use of Multiplication and Division of a fractions</li> <li>• Understanding and use of Addition and subtraction of Decimals.</li> <li>• Understanding and use of Multiplication and Division of a Decimals</li> <li>• Word problems solving</li> </ul>	<ul style="list-style-type: none"> <li>• Individual task</li> <li>• Group task</li> <li>• Maths Lab Activity</li> <li>• Crossword puzzle</li> <li>• Oral test based on Mental math</li> </ul>

**Activity – I**

<b>TLO: Addition of fractions</b>
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**Add the fractions to get sum  $10\frac{1}{2}$  column wise, row wise or diagonal wise.**

		<b>3</b>
	<b><math>3\frac{1}{2}</math></b>	
<b>4</b>		<b>5</b>

**Activity – II**

<b>TLO: Addition of decimals</b>
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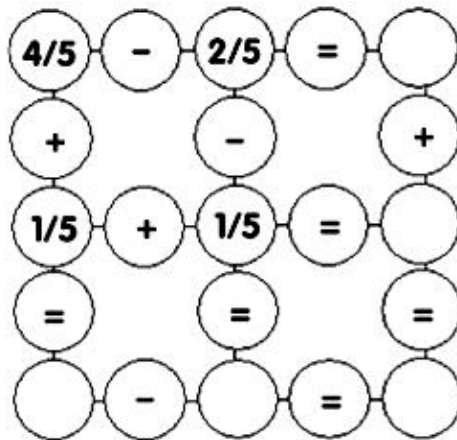
**Add the decimal numbers to get sum 3.0 column wise, row wise or diagonal wise.**

	<b>1.4</b>	
	<b>1.0</b>	
<b>1.1</b>		<b>1.3</b>

**Activity – III**

**TLO: Addition and Subtraction of fractions**

Complete the Blank circles with fractions using **Addition and Subtraction of fractions.**



**Activity – III**

**TLO: Multiplication of fractions**

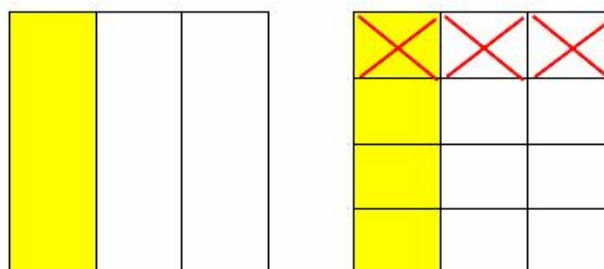
**Multiplying fractions with numerator 1.**

To multiply  $\frac{1}{3}$  and  $\frac{1}{4}$  using activity method.

Draw a rectangle and divide it into three equal parts from left to right

Each part is one-third of the whole rectangle. Shade one of these parts. The shaded part represent the fraction  $\frac{1}{3}$ .

To represent the fraction  $\frac{1}{4}$ , divide the rectangle into four equal parts from top to bottom and mark it with cross lines.



The part of the rectangle with both shading and cross lines represents the product i.e.  $\frac{1}{12}$



**ACTIVITY PAGE BY STUDENT**

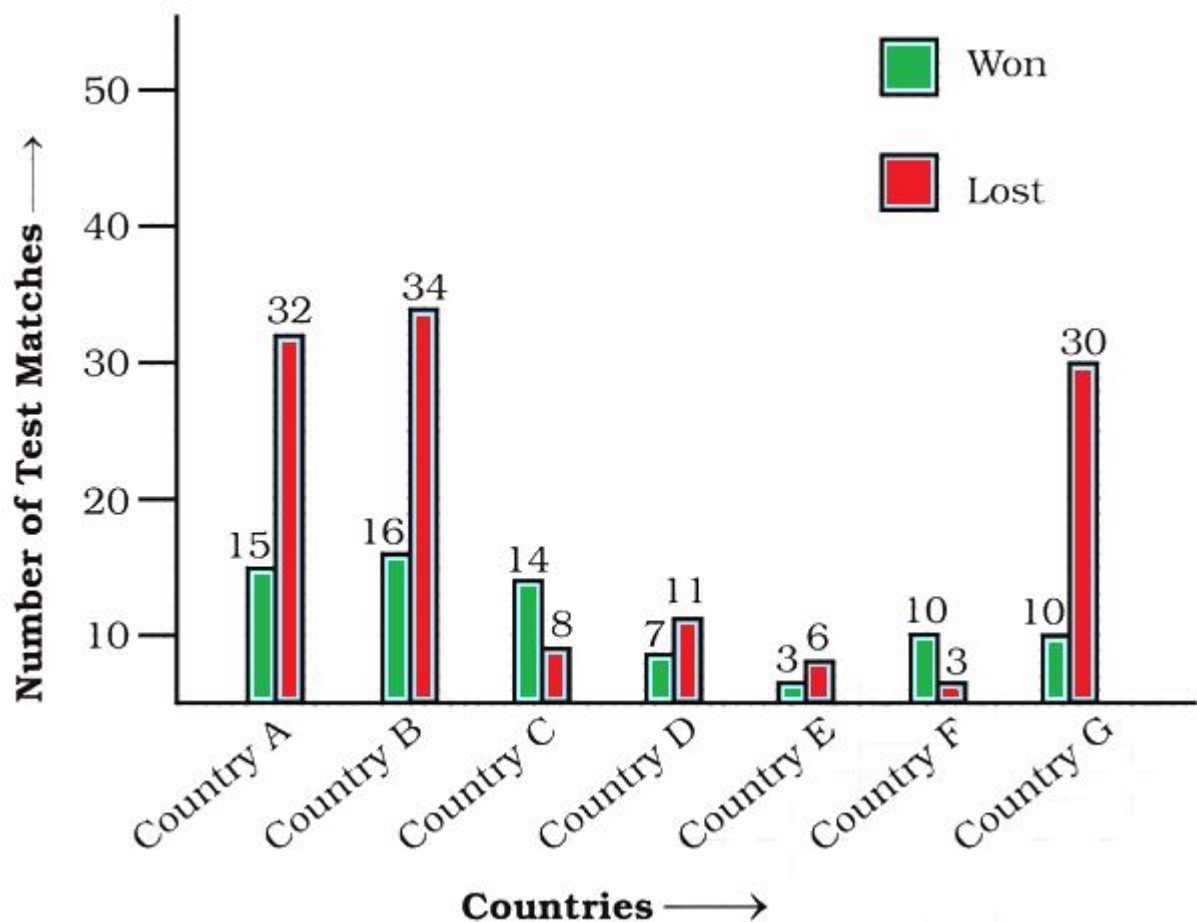
<b>Subject : Mathematics</b>	<b>Level B1</b>	<b>Class – VII</b>	<b>Lesson: 3(Data Handlings)</b>
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<b>Skill/Competency /Concept</b>	<b>Target Learning Outcomes</b>	<b>Suggested Strategies</b>
<ul style="list-style-type: none"> <li>• Computational Skill</li> <li>• Interpretation of data</li> <li>• Bar Graph</li> <li>• Mean , Median and mode of given data.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of data</li> <li>• To draw and use of Bar Graph.</li> <li>• To find Mean , Median and mode of given data.</li> <li>• Simple Problems based on Probability.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual task</li> <li>• Group task</li> <li>• Maths Lab Activity</li> <li>• Crossword puzzle</li> <li>• Oral test based on Mental math</li> </ul>

### Activity – I

**TLO** :Interpretation of data, To find mean and median

The following double bar graph represents test matches results summary for Cricket Team of country X against different countries.



Use the bar graph to answer the following questions:

1. Which country has managed maximum wins against country X?
2. Which country has managed minimum wins against country X?



3. Write the total matches played by country X with different countries.
4. Find the ratio of Country wining to lost against all countries.
5. By which country, country X played maximum matches?
6. By which country, country X played minimum matches?
7. Number of wins of country E is the same as number of losses of which country against country X?
8. The difference between the number of matches won and lost is highest for which country against country X?
9. The difference between the number of matches won and lost is lowest for which country against country X?
10. Write the countries which has number of matches won is more than the lost against country X?
11. Find the mean and median of all winnings of country X against all countries.
12. Find the mean and median of all loses of country X against all countries.

### Activity - II

Throw a dice 100 times. After each throw, record the number on the top face. Complete the given tally table and draw a bar graph for the data you have recorded.

Number	Tally marks	Frequency
1		
2		
3		
4		
5		
6		
Total		100

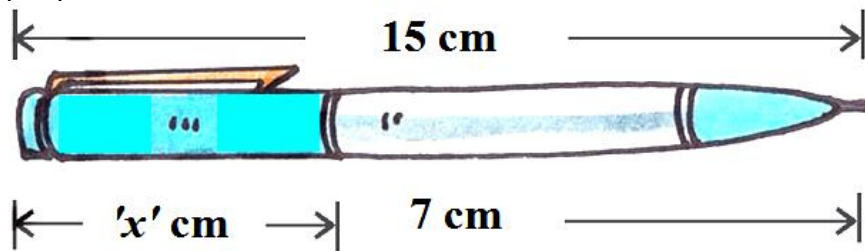
**ACTIVITY PAGE BY STUDENT**

<b>Skill/Competency /Concept</b>	<b>Target Learning Outcomes</b>	<b>Suggested Strategies</b>
<ul style="list-style-type: none"> <li>• Computational Skill</li> <li>• Setting up of an Equation</li> <li>• Solving simple equations.</li> <li>• Word problems based on simple equations.</li> </ul>	<ul style="list-style-type: none"> <li>• To set a simple equation</li> <li>• To solve simple equations.</li> <li>• Word problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual task</li> <li>• Group task</li> <li>• Maths Lab Activity</li> <li>• Crossword puzzle</li> <li>• Oral test based on Mental math</li> </ul>

**Activity – I**

**TLO:** To set a simple equation, To solve simple equations and Word problem solving.

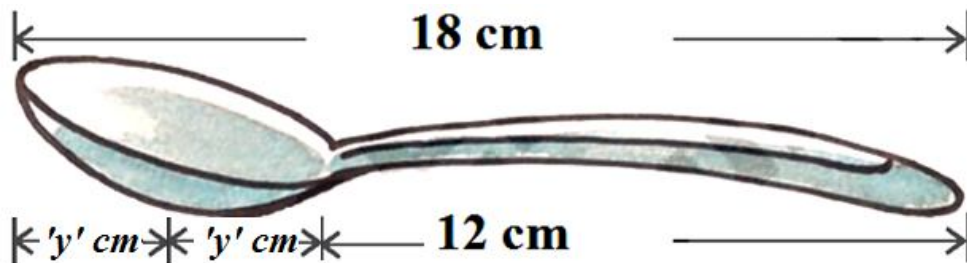
A ball pen is of length 15 cm and its bottom part is of 7 cm. Form the linear equation by taking the upper part as 'x' cm then find the value of x.



**Activity – II**

**TLO:** To set a simple equation, To solve simple equations and Word problem solving.

A spoon is of the length 18 cm and its handle part is of length 12 cm. Form the linear equation.

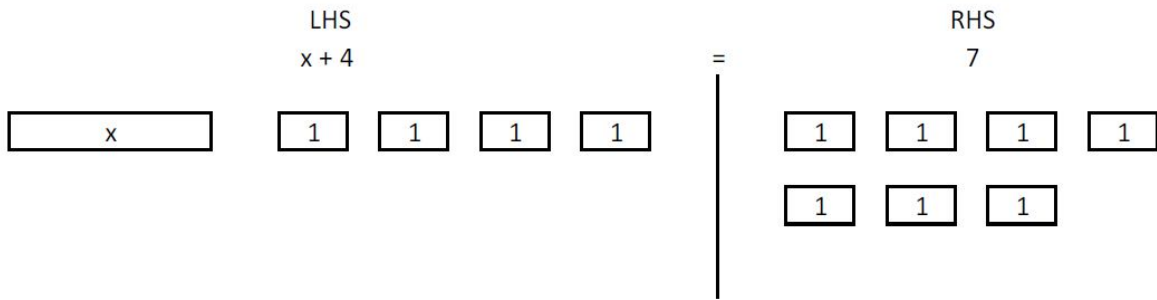


### Activity – III

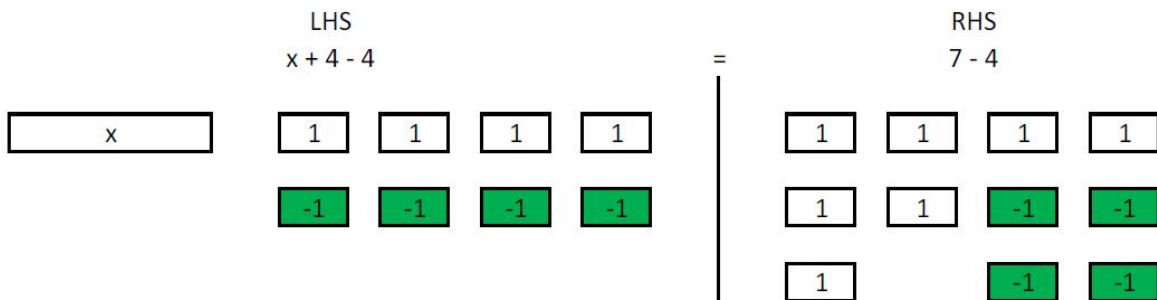
**TLO:** To solve equation using activity method.

To solve  $x + 4 = 7$

- Start by taking one white rectangular piece to represent 'x' and 11 white square pieces to represent constant 4 and 7.
- Create two separate work areas – one for LHS and the other for RHS of the equation. Keep the white rectangle piece and 4 white square pieces on LHS and 7 white square pieces on RHS.



- To remove the constant 4 on LHS, add three green (negative) colour square pieces to both areas. This is equivalent to adding  $-3$  to both sides. This is done to create 0 pairs.



- Remove the 4 zero pairs from each side to obtain the solution  $x = 3$ .



**ACTIVITY PAGE BY STUDENT**

<b>Subject : Mathematics</b>	<b>Level B1</b>	<b>Class – VII</b>	<b>Lesson: 5(Lines and Angles) Worksheet - 5</b>
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<b>Skill/Competency /Concept</b>	<b>Target Learning Outcomes</b>	<b>Suggested Strategies</b>
<ul style="list-style-type: none"> <li>• Computational Skill</li> <li>• Pairs of angles: Supplementary, complementary, adjacent angles, Linear pair, vertically opposite angles.</li> <li>• Pairs of lines: Intersecting lines, transversal and angles made by transversal in parallel lines.</li> <li>• Checking of parallel lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and use of Pairs of angles: Supplementary, complementary, adjacent angles, Linear pair, vertically opposite angles.</li> <li>• Understanding and use of Pairs of lines: Intersecting lines, transversal and angles made by transversal in parallel lines.</li> <li>• Understanding and use of Properties of the pair of corresponding angles, alternate interior and exterior angles, sum of co-interior angles on same side of transversal line.</li> <li>• Checking of parallel lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual task</li> <li>• Group task</li> <li>• Maths Lab Activity</li> <li>• Crossword puzzle</li> <li>• Oral test based on Mental math</li> </ul>

### Activity – I

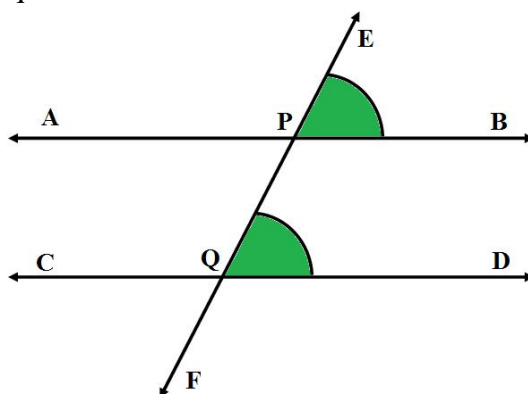
**TLO:** Properties of the pair of corresponding angles.

To verify by activity method that if two parallel lines are cut by a transversal, each pair of corresponding angles are equal.

- Draw a pair of lines  $AB \parallel CD$  and transversal line  $EF$  intersecting the two parallel lines at  $P$  and  $Q$ .
- Draw an arc on angle  $\angle EPB$ .
- Make replica of  $\angle EPB$  using carbon paper or tracing paper or colour paper.
- Place the replica of  $\angle EPB$  on  $\angle PQD$ .

Ask the student to observe.

**Observation:**  $\angle EPB$  and  $\angle PQD$  exactly coincide with each other which shows the corresponding angles are equal.



## Activity – II

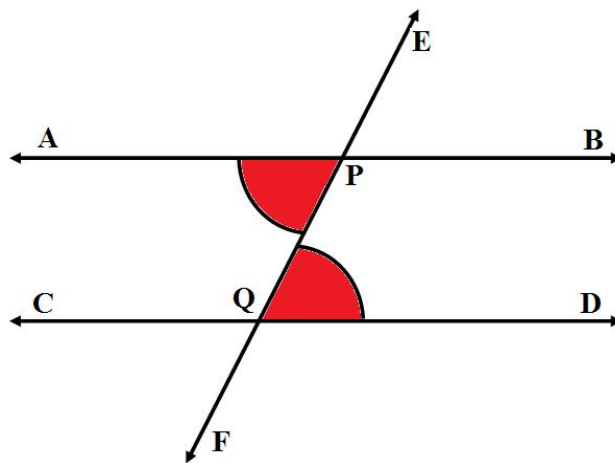
**TLO:** Properties of the pair of alternate interior angles

To verify by activity method that if two parallel lines are cut by a transversal, each pair of alternate interior angles are equal.

- Draw a pair of lines  $AB \parallel CD$  and transversal line  $EF$  intersecting the two parallel lines at  $P$  and  $Q$ .
- Draw an arc on angle  $\angle APQ$ .
- Make replica of  $\angle APQ$  using carbon paper or tracing paper or colour paper.
- Place the replica of  $\angle APQ$  on  $\angle PQD$ .

Ask the student to observe.

**Observation:**  $\angle APQ$  and  $\angle PQD$  exactly coincide with each other which shows the alternate interior angles are equal.



**ACTIVITY PAGE BY STUDENT**



<b>Subject : Mathematics</b>	<b>Level B1</b>	<b>Class – VII</b>	<b>Lesson: 6(Triangles and its properties) Worksheet - 6</b>
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<b>Skill/Competency /Concept</b>	<b>Target Learning Outcomes</b>	<b>Suggested Strategies</b>
<ul style="list-style-type: none"> <li>• Computational Skill</li> <li>• Drawing skill</li> <li>• Types of triangles.</li> <li>• Angle sum property</li> <li>• Exterior angle property</li> <li>• Property of lengths of sides of a triangle.</li> <li>• Pythagoras theorem.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Types of triangles.</li> <li>• Understanding and use of Angle sum property</li> <li>• Understanding and use of Exterior angle property</li> <li>• Understanding and use of Property of lengths of sides of a triangle.</li> <li>• Understanding and use of Pythagoras theorem.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual task</li> <li>• Group task</li> <li>• Maths Lab Activity</li> <li>• Crossword puzzle</li> <li>• Oral test based on Mental math</li> </ul>

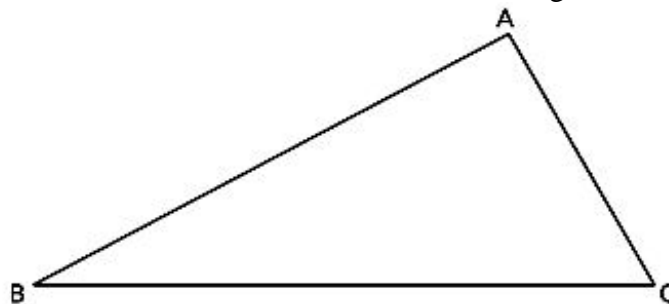
### Activity – I

**TLO:** Types of triangles.

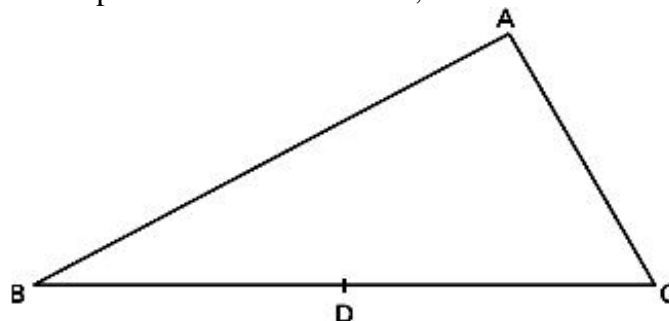
To get a median of a triangle from any vertex, by activity method.

To verify that in a triangle medians passes through a common point, by activity method.

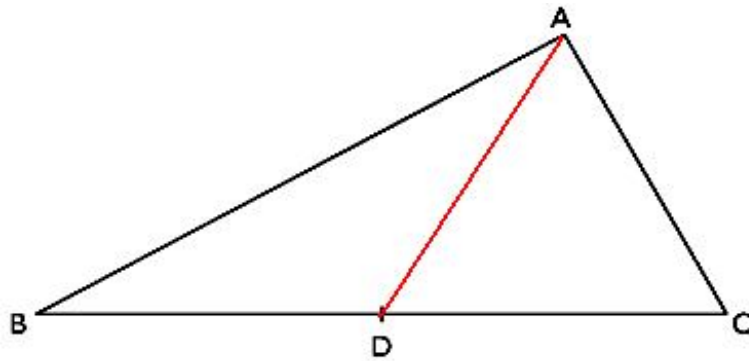
- Draw any triangle ABC on white sheet as shown in below figure.



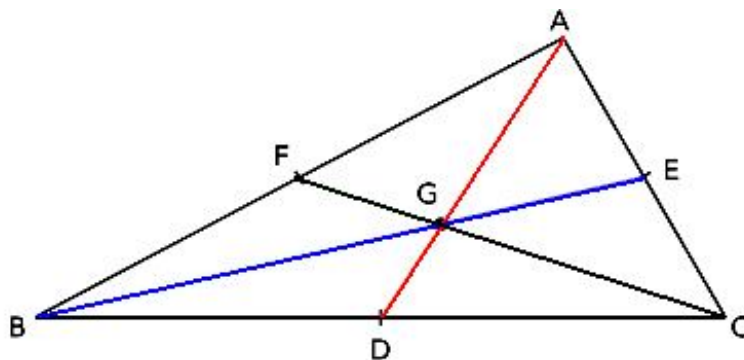
- Fold the sheet smoothly such that B should join C, this will produce a crease which will divide BC, this is the midpoint of BC name it as D, as shown in below figure.



- Now again fold the sheet such that the fold (crease) should join A and D.
- Dark the crease with any colour which is joining A and D as shown in below figure.



- This line AD is called median, which is joining vertex A to midpoint of BC.
- Repeat the steps 2 to 5 two more times to find other two medians which should join other vertices to their respective opposite sides (with different colours) as shown in below figure.



- All three medians will coincide at one common point name it as G.

### Activity – II

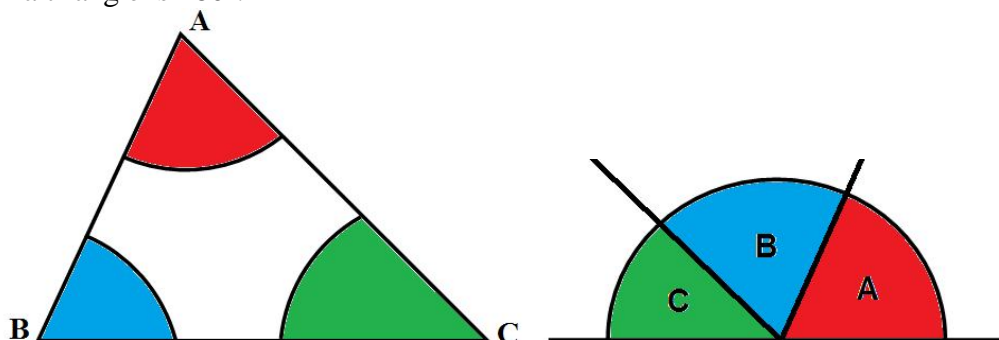
**TLO:** Angle sum property of a triangle.

To verify by activity method that the sum of interior angles of a triangle is  $180^\circ$ .

- Draw a triangle ABC.
- Draw an arc on angle  $\angle A$ ,  $\angle B$  and  $\angle C$ .
- Make replica of  $\angle A$ ,  $\angle B$  and  $\angle C$  using carbon paper or tracing paper or colour paper.
- Place the replica of  $\angle A$ ,  $\angle B$  and  $\angle C$  together.

Ask the student to observe.

**Observation:**  $\angle A$ ,  $\angle B$  and  $\angle C$  forms a line which shows that the sum of the interior angles of a triangle is  $180^\circ$ .

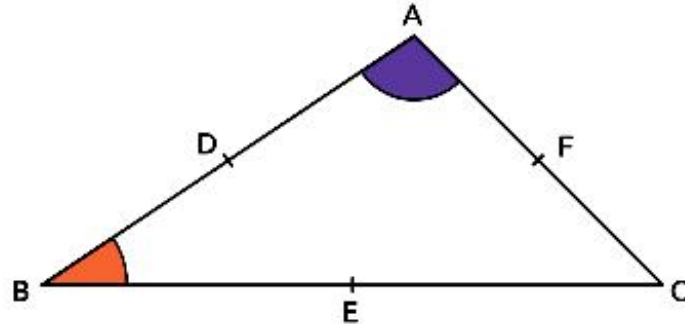


### Activity – III

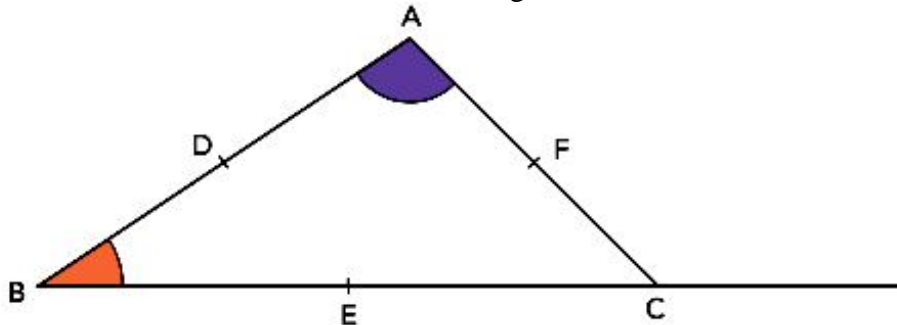
**TLO:** Exterior angle property of a triangle.

To verify that an exterior angle of a triangle is equal to the sum of the two interior opposite angles by activity method.

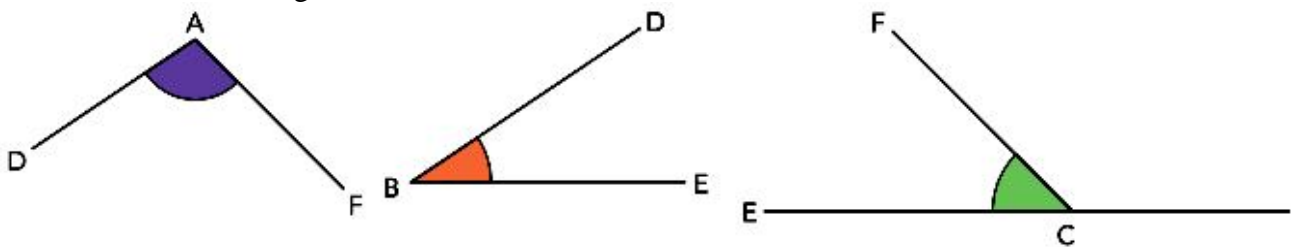
- Draw any triangle ABC on white sheet.
- Colour some part of the angles opposite to C as shown in figure.
- Mark one point on each side of the triangle as shown in figure.



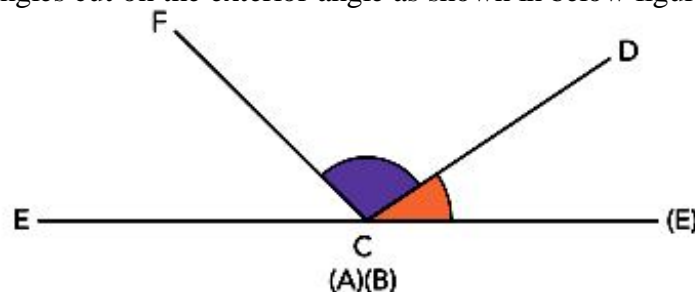
- Extend the side BC outside as shown in below figure.



- Cut out the two angles  $\angle A$  and  $\angle B$  from the points D, E and F. The three contents are shown in below figure.



- Place both the angles cut on the exterior angle as shown in below figure.



- Observe carefully that the two cut pieces placed on exterior angle should cover it properly.

Result: The pieces placed on the exterior angle covers it completely which means in triangle ABC:  $\angle A + \angle B = \text{exterior } \angle C$ .

**ACTIVITY PAGE BY STUDENT**

<b>Subject : Mathematics</b>	<b>Level B1</b>	<b>Class – VII</b>	<b>Lesson: 7 (Congruence of triangles) Worksheet - 9</b>
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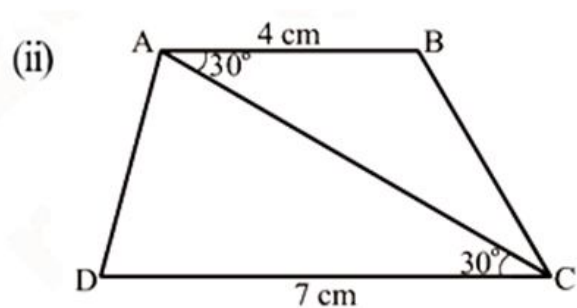
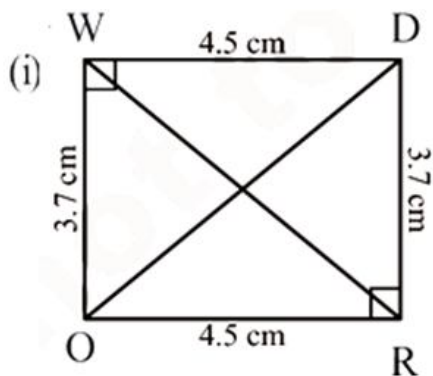
<b>Skill/Competency /Concept</b>	<b>Target Learning Outcomes</b>	<b>Suggested Strategies</b>
<ul style="list-style-type: none"> <li>• Computational Skill</li> <li>• Congruence of plane figures, line segments and angles.</li> <li>• Congruence of triangles</li> <li>• Criteria for Congruence of triangles.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Congruence of plane figures, line segments and angles.</li> <li>• Understanding and use of Congruence of triangles</li> <li>• Understanding and use of Criteria for Congruence of triangles.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual task</li> <li>• Group task</li> <li>• Maths Lab Activity</li> <li>• Crossword puzzle</li> </ul>

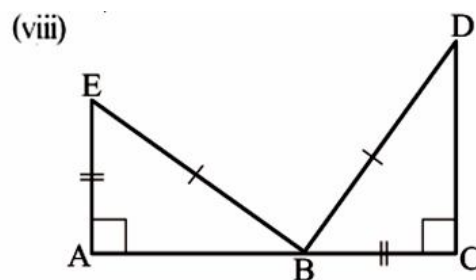
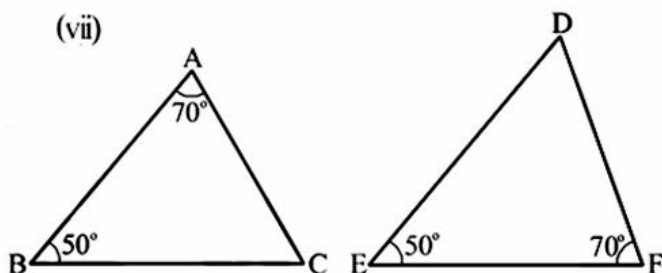
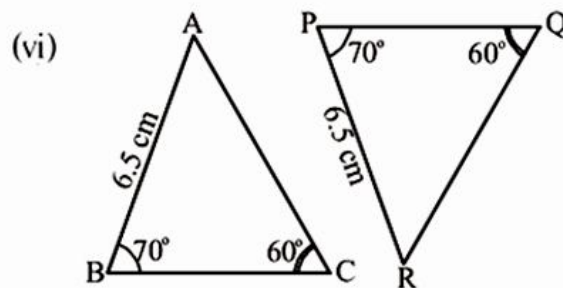
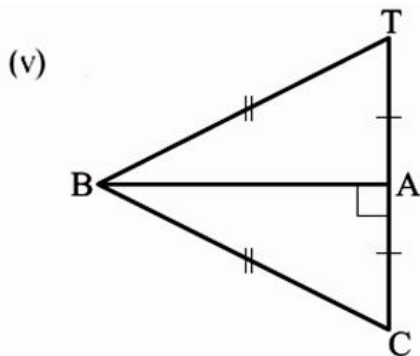
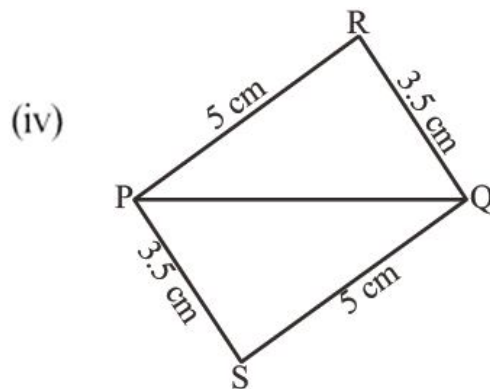
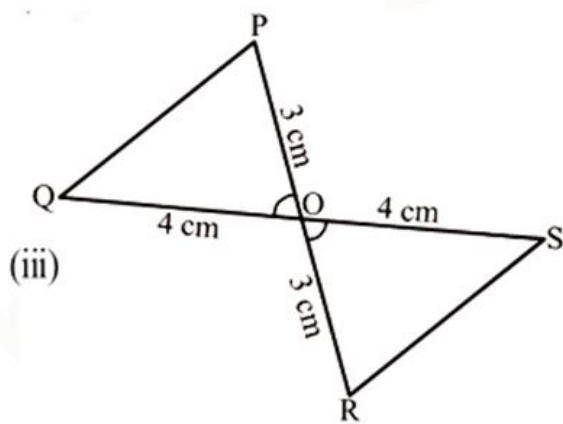
**Activity – I**

**TLO:** Identification of criteria for Congruence of triangles.

Given below are measurements of some parts of two triangles. Examine whether the two triangles are congruent or not. Complete the table accordingly.

<b>Figure No.</b>	<b>Whether the triangles are congruent? (Yes/No)</b>	<b>Name the criteria for Congruence of triangles (if congruent)</b>
(i)		
(ii)		
(iii)		
(iv)		
(v)		
(vi)		
(vii)		
(viii)		



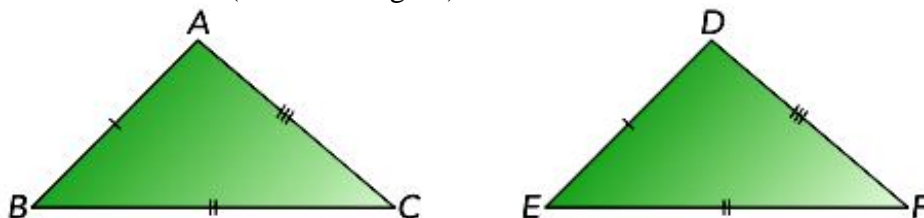


## Activity – II

**TLO:** SSS criteria for Congruence of triangles.

To verify SSS criteria for congruency of triangles by activity method.

- Make a pair of triangles ABC and DEF in which  $AB=DE$ ,  $BC=EF$ ,  $AC=DF$  on a glazed paper and cut them out (see below figure)



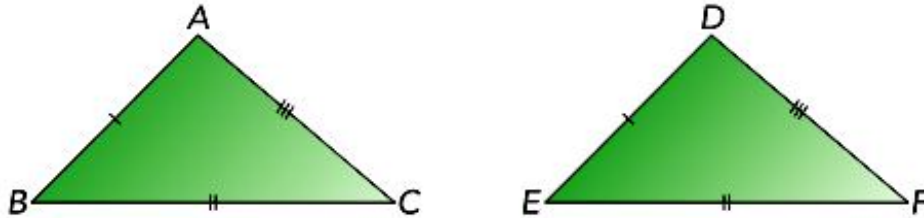
- Superpose  $\triangle ABC$  on  $\triangle DEF$  and see whether one triangle covers exactly the other triangle or not by suitable arrangement.
- Observe that  $\triangle ABC$  covers  $\triangle DEF$  completely only under the correspondence  $A \leftrightarrow D$ ,  $B \leftrightarrow E$ ,  $C \leftrightarrow F$ . So  $\triangle ABC \cong \triangle DEF$  if  $AB=DE$ ,  $BC=EF$ ,  $AC=DF$

**Activity – III**

**TLO:** SAS criteria for Congruence of triangles.

To verify SAS criteria for congruency of triangles by activity method.

- Make a pair of triangles ABC and DEF in which  $AB=DE$ ,  $BC=EF$ ,  $AC=DF$  on a glazed paper and cut them out (see below figure)



- Superpose  $\triangle ABC$  on  $\triangle DEF$  and see whether one triangle covers exactly the other triangle or not by suitable arrangement.
- Observe that  $\triangle ABC$  covers  $\triangle DEF$  completely only under the correspondence  $A \leftrightarrow D$ ,  $B \leftrightarrow E$ ,  $C \leftrightarrow F$ . So  $\triangle ABC \cong \triangle DEF$  if  $AB=DE$ ,  $BC=EF$ ,  $AC=DF$





<b>Subject : Mathematics</b>	<b>Level B1</b>	<b>Class – VII</b>	<b>Lesson: 8 (Comparing Quantities)</b>
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<b>Skill/Competency /Concept</b>	<b>Target Learning Outcomes</b>	<b>Suggested Strategies</b>
<ul style="list-style-type: none"> <li>• Computational Skill</li> <li>• Ratio, Equivalent ratios</li> <li>• Percentage: Increase or Decrease percent</li> <li>• Conversion of fraction to percentage and vice versa.</li> <li>• Conversion of decimals to percentage and vice versa.</li> <li>• Practical problems on percentage.</li> <li>• Ratios to percents</li> <li>• Profit or loss as a percentage.</li> <li>• Simple Interest</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and use of Ratio, Equivalent ratios</li> <li>• Understanding and use of Percentage</li> <li>• To find Increase or Decrease percent</li> <li>• To Convert fraction to percentage and vice versa.</li> <li>• To Convert decimals to percentage and vice versa.</li> <li>• Practical problems on percentage.</li> <li>• To Convert Ratios to percents</li> <li>• Understanding and use of Profit or loss as a percentage.</li> <li>• Understanding and use of Simple Interest</li> </ul>	<ul style="list-style-type: none"> <li>• Individual task</li> <li>• Group task</li> <li>• Maths Lab Activity</li> <li>• Crossword puzzle</li> <li>• Oral test based on Mental math</li> </ul>

### Activity – I

**TLO:** Understanding Ratio and Percentage

To collect the marks of all the students of Class VIII Periodic test in Mathematics subject and find the ratio of the students scored 50% more to 50% below marks.

### Activity – II

**TLO:** Understanding Increase or Decrease Percent

Collect the salary of your parent drawn in last year July 2016 and this year July 2017. Find the increase % in the salary.

### Activity – III

**TLO:** Understanding the Simple Interest

Compare the Simple Interest for the Principal amount Rs. 10000 for 1 to 10 years.

Years	Simple Interest
1	

2	
3	
4	
5	
6	
7	
8	
9	
10	



**ACTIVITY PAGE BY STUDENT**

<b>Subject : Mathematics</b>	<b>Level B1</b>	<b>Class – VII</b>	<b>Lesson: 9 (Rational Numbers)</b>
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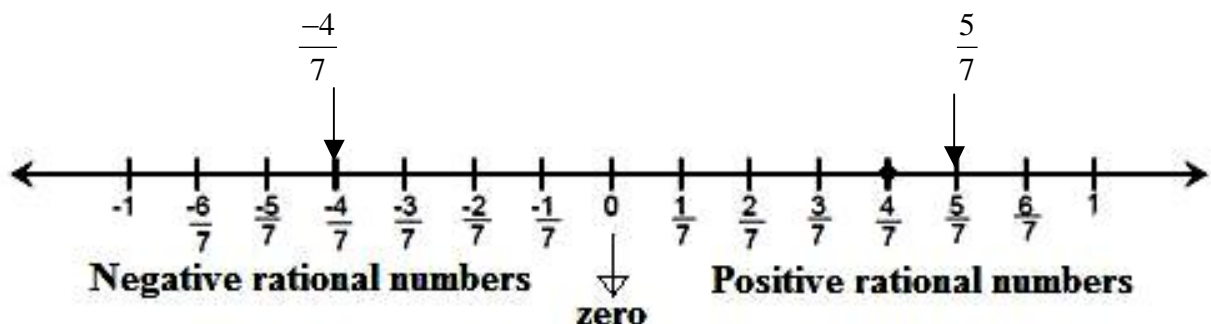
<b>Skill/Competency /Concept</b>	<b>Target Learning Outcomes</b>	<b>Suggested Strategies</b>
<ul style="list-style-type: none"> <li>• Computational Skill</li> <li>• Rational Numbers</li> <li>• Positive and Negative rational numbers</li> <li>• Representation of Rational numbers on a number line.</li> <li>• Rational numbers in standard form.</li> <li>• Comparison of Rational numbers.</li> <li>• Operations on Rational Numbers – Addition, subtraction, Multiplication and Division of Rational Numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Rational Numbers</li> <li>• Understanding Positive and Negative rational numbers</li> <li>• To Represent the Rational numbers on a number line.</li> <li>• To convert Rational numbers in standard form.</li> <li>• To Compare two Rational numbers.</li> <li>• Understanding and use of Operations on Rational Numbers – Addition, subtraction, Multiplication and Division of Rational Numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual task</li> <li>• Group task</li> <li>• Maths Lab Activity</li> <li>• Crossword puzzle</li> <li>• Oral test based on Mental math</li> </ul>

### Activity – I

**TLO:** To represent positive and negative rational numbers on a number line

### Representation of Rational Numbers on Number line

- For representing  $\frac{5}{7}$  and  $\frac{-4}{7}$
- Divide seven equal parts between 0 and 1 for  $\frac{5}{7}$ .
- Divide seven equal parts between 0 and -1 for  $\frac{-4}{7}$ .
- Count 4 from 0 towards left side to represent  $\frac{-4}{7}$ .
- Count 5 from 0 towards right side to represent  $\frac{5}{7}$ .

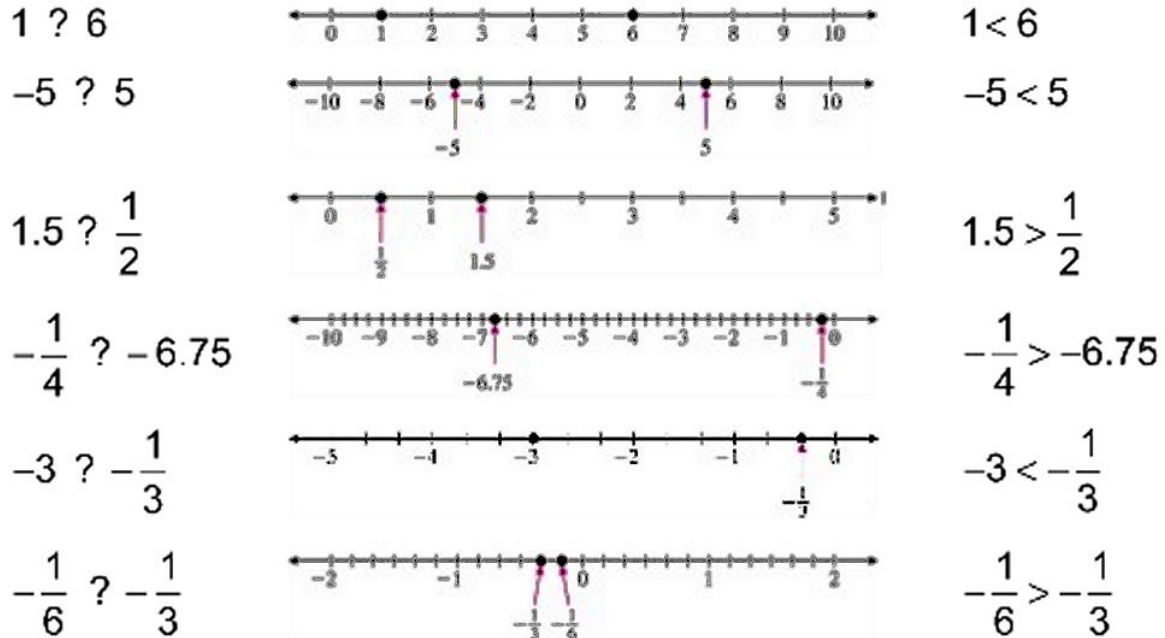


### Activity – II

**TLO:** To compare the rational number using number line.

Comparison of rational number using number line.

- Represent both the rational numbers on the number line.
- The rational number lying on the left is the smaller than the number lying on the right side on the number line.



### Activity – III

**TLO:** Addition and subtraction of Rational numbers using number lines.

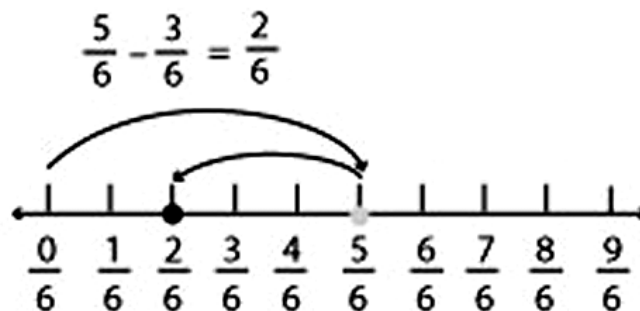
**Addition and subtraction of Rational numbers using number lines.**

To find the value of  $\frac{5}{6} - \frac{1}{2}$ .

Convert  $\frac{1}{2}$  to  $\frac{3}{6}$ .

Divide 0 to 1 and 1 to 2 into six equal parts.

Count and jump 5 steps towards right from 0 and then jump 3 steps back (towards 0) i.e.  $\frac{2}{6}$



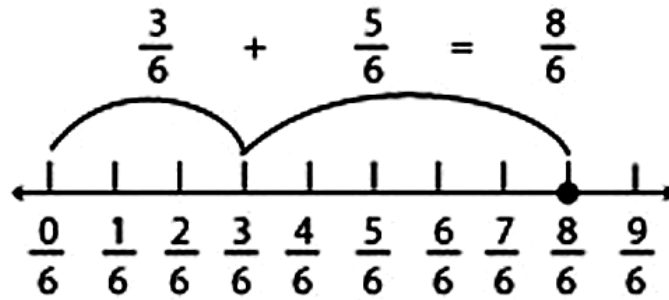
To find the value of  $\frac{1}{2} + \frac{5}{6}$ .

Convert  $\frac{1}{2}$  to  $\frac{3}{6}$ .

Divide 0 to 1 and 1 to 2 into six equal parts.

Count and jump 3 steps towards right from 0 and then jump 5 steps towards right of 3<sup>rd</sup>

steps i.e.  $\frac{8}{6}$



**ACTIVITY PAGE BY STUDENT**