

KENDRIYA VIDYALAYA SANGATHAN (JAIPUR REGION)



BRIDGE COURSE FOR PRIMARY CLASSES (JODHPUR CLUSTER)

Prepared By –
Kendriya Vidyalaya No.2 AFS Jodhpur with the Collaboration of
Kendriya Vidyalaya Pali

CLASS – V
SUBJECT – ENGLISH

A student passing class IV must have a basic knowledge of: -

1- Number System (SEVEN DAYS)

Knowledge of Natural and Whole Numbers
Counting and Number Names up to Ten Thousand
Indian Place value chart, place value and face value
Expanded Form and short form
Successor (after), Predecessor (before)
Order (Ascending and Descending)
Basic operation (+, -, $\times$, $\div$)
Word problem (Single operator)
Sequence (addition and subtraction)

2- Shapes and Spatial Understanding (FOUR DAYS)

Knowledge of 2-D and 3-D Shapes
Concept of Curved and plane surface

3- Measurement (FOUR DAYS)

Introduction of standard units and their requirement.
Conversion between units
Clock Reading

4- Data Handling (FIVE DAYS)

Data, its collection and analysis
Pictograph
Tally Marks

5- PATTERNS (FIVE DAYS)

Patterns based on: -

Pictures
Alphabets
Numbers (Addition/Subtraction)
Concept of coding (Alphanumeric)

1- Number System (SEVEN DAYS)

PRE TEST – To check and classify students in three levels.

DAY-1 PRE TEST

Q1- Choose the correct option:

- 1- Smallest whole number.
a) 1 b) 0 c) Don't Know
- 2- Largest three-digit number.
a) 101 b) 100 c) 999 d) 9999

Q2- Write the place value of the digit in red in the given number:

- a) 25⁴6 - _____
- b) 5⁰13-_____

Q3- Write the number names:

- 1- 2103-_____
- 2- 5481-_____

Q4- Write the numbers:

- 1- Forty-five thousand two hundred five-_____
- 2- Sixty thousand eight hundred twenty-five-_____

Q5- Write the expanded form:

- 1- 72045-_____
- 2- 49006-_____

Q6- Write the short form of:

- 1- $80000+4000+600+50+6=$ _____
- 2- $70000+500+3=$ _____

Q7- Write the successor of:

- 1) 7901-_____
- 2) 999-_____

Q8- Write predecessor of:

- 1) 1000-_____
- 2) 1213-_____

Q9- Arrange in order:

- 1- 747, 447, 477, 474 (Ascending order)
- 2- 358, 853, 538, 835 (Descending order)

Q10- Complete the sequence:

- 1) 24, 32, 40,,,
- 2) 49, 42, 35,,,

DAY-2

After evaluation of pre-test and classification of students in three groups
(Level-1, Level-2, Level-3)

Teacher has to carry out interactive explanation by involving L-1 followed by L-2 and finally L-3.

- 1- Concept of Natural Numbers and Whole Numbers. Difference between them.

Natural Numbers:- 1,2,3,4,5,6,7,.....

Whole Numbers:- 0,1,2,3,4,5,6,7,.....

- 2- Exercises based on:-Successor (after), Predecessor (before) and between.

Q- Fill in blanks:-

254→_____

_____←2883

2781→_____←2783

5648→_____

_____←3654

2999→_____←3001

DAY-3&4

- 3- Place value Chart up to Ten Thousand.

S.No.	TEN THOUSAND'S (T T)	THOUSAND'S (T)	HUNDRED'S (H)	TEN'S (T)	ONE'S/ UNIT'S (O)	NUMBER
a	2	5	6	0	3	25603
b	9	8	2	6	1	98261
c	5	1	2	8	2	51282
d	8	5	6	0	0	85600
e	2	7	0	8	9	27089

IMP: - With the place value chart teacher has to explain the concept of:

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- 1- Place value.
- 2- Face value.
- 3- Expanded form.
- 4- Place value and face value of zero at any place.
- 5- Place value and face value of the digit at Unit Place.
- 6- Ordering (Ascending/Descending).

DAY-5&6

Starting basic operation (+, -, X, ÷) with two digits and moving forward up to three and then four digits.

Introduction of carry and borrow. Followed by word problem with one operation.

	7	8	0	8		5	2	5	5
+	2	5	3	7	-	2	0	6	8
	3	5	7	8		5	3	8	6
		x	5	3					

DAY-7

Word problems integrated with languages and evs-

- 1- In class of 44 students there are 13 girls. Find how many boys are there?
- 2- Rajiv have 5 rose, 12 marigolds and 2 lotuses. Find how many flowers he had?
- 3- In a class of 42 students, each student has contributes ₹12 for helping old age people. How much money the class has collected?
- 4- 45 toys are distributed in 9 friends. How many toy each got?

Q- Read the following passage carefully and the answer the questions that follows:

2- Shapes and Spatial Understanding (FOUR DAYS)

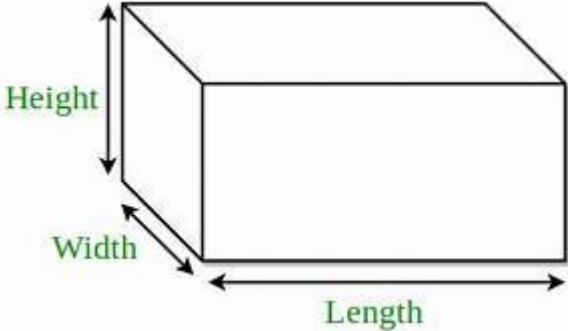
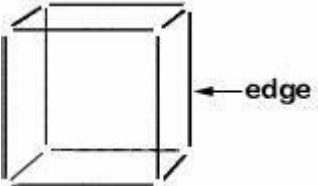
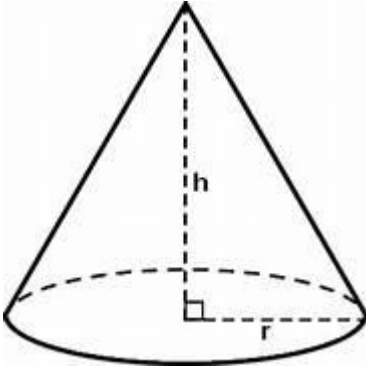
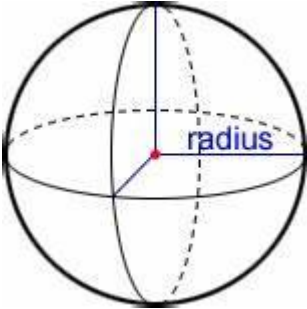
PRE TEST – To check and classify students in three levels.

DAY-1

PRE TEST

Q1-IDENTIFY THE FOLLOWING SHAPES/Solids:

Q2- Draw two different shapes using circles, rectangles, squares and triangles:

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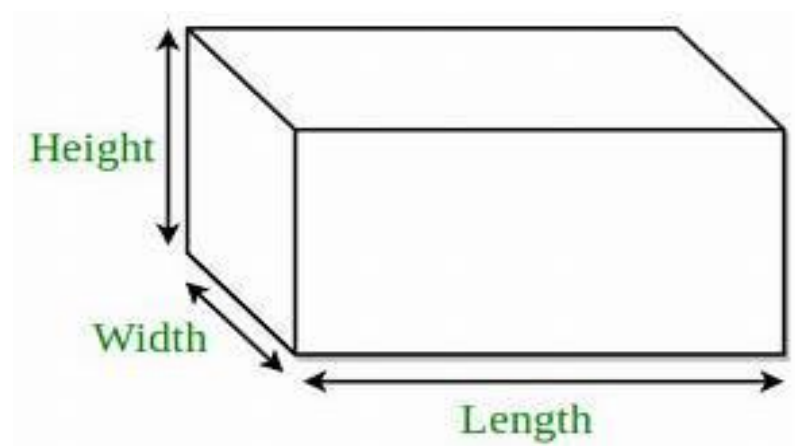
DAY-2

After evaluation of pre-test and classification of students in three groups (Level-1, Level-2, Level-3)

Teacher has to carry out interactive explanation by involving L-1 followed by L-2 and finally L-3.

1- Cuboid

Taking class room as an example, The teacher has to explain the concept of Face(**F**), Edge(**E**) and Vertex(**V**)

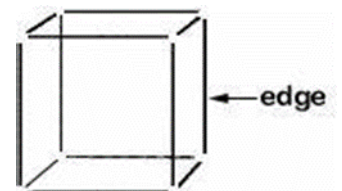


Q1- In a cuboid find the number of:

- a) Faces = _____
- b) Edges = _____
- c) Vertex = _____

Q2- In a cube find the number of:

- a) Faces = _____
- b) Edges = _____
- c) Vertex = _____



Q3- What is the similarity and difference in a cuboid and a cube?

CUBOID	CUBE
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DAY-3

With the help of some solids like Dice, Dry Cell, Match Box, Ball etc, Teacher has to explain the concept of plane face and curved face.

Q1- Tick the objects with curved surface:



DAY-4

With the help of building blocks, Teacher has to carry out an interactive activity: - In which students will make simple 3-D shapes and the teacher explain the concept of Top View, Side View and Front View.



Q- Complete the following: -

OBJECT	TOP VIEW	SIDE VIEW	FRONT VIEW

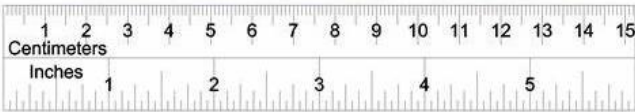
3- Measurement (FOUR DAYS)

PRE TEST – To check and classify students in three levels.

DAY-1

PRE TEST

Q1- What can we measure with the following:
(Vegetable, Milk, Length of Eraser, My height)

	
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Q2- What are the common units of measurement we use in our daily life to measure the following:

- 1- Your Height - _____ (Meter/Feet)
- 2- Your Weight- _____ (Kg/Gram)
- 3- Milk - _____ (Litre/Kg)
- 4- Distance between two cities- _____ (Km/cm)
- 5- Time (How much you play)- _____ (Hours/Minutes)

DAY-2

Teacher will discuss the units of measurements used in various parts of India and will explain the need of standard units and will also explain the commonly used units for Length, Weight, Volume/Capacity and the way to convert one unit into other.

- 1- Length:- Meter (m), Centimeter (cm)
- 2- Weight:- Kilogram (Kg), Gram (gm)
- 3- Volume/Capacity:- Litre(L), Militre (ml)
- 4- Time:- Hours(H), Minutes(m)

Q1:- Convert the following:-

- a) 2Km = _____ m
- b) 25000m = _____ Km
- c) 5Kg = _____ gm
- d) 3000gm = _____ Kg
- e) 2L = _____ ml
- f) 5000ml = _____ L
- g) 2H = _____ min

DAY-3

Teacher will explain how to use basic operations (+, -) with units.

Q1:- ADD:-

A)	Km		m			B)	Kg		gm		
	2	5	4	6	5		6	2	1	0	8
+	3	7	0	5	7	+	7	5	2	2	2
C)	L		ml			D)	H		sec		
	5	4	7	8	3		0	2	4	0	
+	2	5	1	5	3	+	1	2	0	3	

Q2:- SUBTRACT:-

A)	Km		m			B)	Kg		gm		
	6	5	4	3	5		8	2	6	0	8
-	3	7	0	5	5	-	7	5	2	2	2
C)	L		ml			D)	H		sec		

	5	4	7	8	3		5	2	4	7	
-	2	5	1	5	3	-	1	2	0	3	

DAY-4

Teacher will explain the units of measurement using the table given and will explain the conversion method.

QUANTITY	$\frac{1}{1000}$	$\frac{1}{100}$	$\frac{1}{10}$	STANDARD UNIT	10	100	1000
LENGHT	mm	cm	dm	m	dam	hm	km
MASS/WEIGHT	mg	cg	dg	g	dag	hg	kg
CAPACITY	ml	cl	dl	L	dal	hl	kl

TIME		
SECONDS (s)	MINUTES(m)	HOURS (H)

60 econds = 1 Minute

60 Minutes = 1 Hour

4-Data Handling (FIVE DAYS)

PRE TEST – To check and classify students in three levels.

DAY-1

PRE TEST

Q1- If  = 4 flowers. Read the table that shows number of flowers blooming in the garden in six days

		NUMBER OF FLOWERS
MONDAY	    	
TUESDAY	   	
WEDNESDAY	  	
THURSDAY	 	
FRIDAY	   	

DAY-3

Data thus collected by students can be used to form questions for example:-

Q1- Who is tallest student of the class?

Q2- Who is the heaviest student of the class?

Q3- Who is youngest student in the class?

DAY-4

Teacher will explain the concept of tally marks and how represent half value using a symbol:

Student will prepare the tally mark table:

TABLE 1

AGE	TALLY MARK	No. OF STUDENTS

TABLE 2

HEIGHT	TALLY MARK	No. OF STUDENTS

TABLE 3

WEIGHT	TALLY MARK	No. OF STUDENTS

DAY 5

Teacher will explain how to represent the data in form of pictograph, line-graph and dot graph.

Students can draw pictograph, line-graph and dot graph for table 1, 2 and 3.

Teacher can take some other examples.

5-PATTERNS (FIVE DAYS)

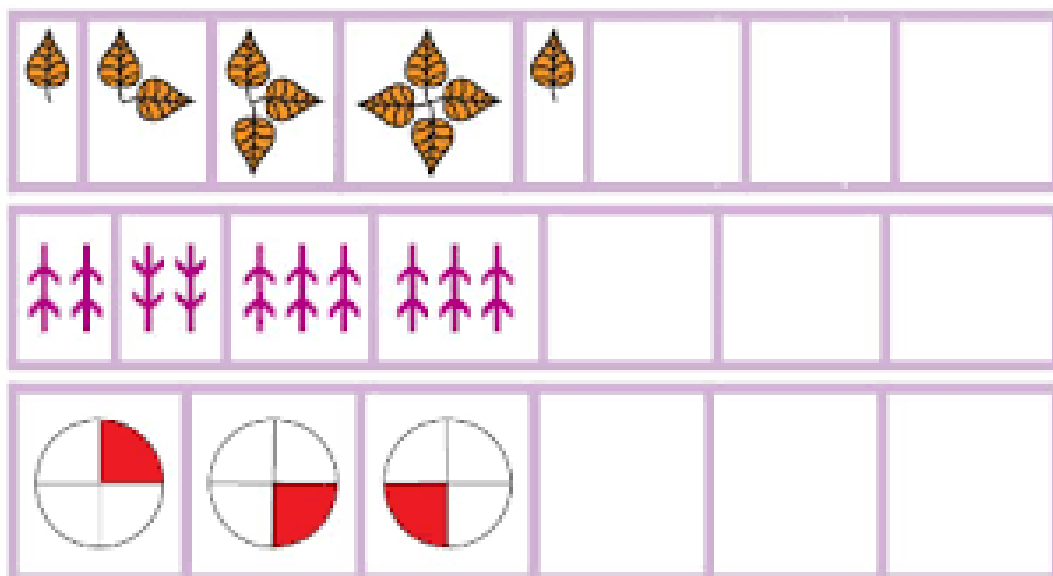
PRE TEST – To check and classify students in three levels.

PRE TEST

Q1- Complete the following patterns: -

- a) A,AA,AAA,.....,.....,.....,.....
- b) Aa,Bb,Cc,.....,.....,.....,.....
- c) 1,22,333,.....,.....,.....,.....
- d) 1A,2B,3C,.....,.....,.....,.....
- e) aZ,By,Cx,.....,.....,.....,.....

Q2- Complete the following pictures: -



DAY 2

Teacher will explain the patterns with numbers with respect to addition/subtraction.

Q1- Complete the following patterns: -

- a) 1,4,7,11,...,....,....
- b) 45,40,35,30,...,....,....,....
- c) 8,13,18,23,...,....,....,....
- d) 40,37,34,31,...,....,....,....

Teacher can frame more questions as per the level achieved by students.

DAY 3

Teacher will explain coding as follows:

- a) A-a, B-b, C-c,.....,.....,.....,.....
b) A-Z, B-Y, C-X,.....,.....,.....,.....

Q1- If a stands for A, b stands B, following the same pattern complete the following:

- a) APPLE-_____
- b) CAT-_____

Likewise, questions can be framed.

Q2- If Z stands for, Y stands for B, X stands for C, following the same pattern write the following:

- a) Your Name-_____
- b) Father's Name-_____

Likewise, questions can be framed.

DAY 4

Teacher will explain coding as follows:

- a) A-1, B-2, C-3,.....,Z-26
b) Z-1, Y-2, X-3,.....,A-26

Q1- Using above coding patterns write the following:

- a) Your Name-_____
- b) Father's Name-_____

Likewise, questions can be framed.

DAY 5

Teacher will carry out an interactive activity based on picture patterns. Can take the following as example:

Q1-Complete the following picture patterns:

