



Practice for everyday thinking

Class 3 readiness guide | Preparatory stage

Ten original sessions for exploring feelings, making choices, learning, collaborating and using evidence. Each session includes three tasks, reflection and a later revisit.

Class labels are readiness guides. Choose a starting point from the learner's needs and adapt language, time and support. These are supplementary practice sheets.

Your sessions

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SEL / emotional literacy

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Creative and design thinking

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Financial and practical literacy

Print only the pages you need. Learner pages are separate from adult guidance. All activities can be completed on paper.



A flexible, respectful routine

Prepare and model

Use the fictional text supplied here. Read it aloud if helpful. No learner must share personal experiences. Explain that learners may pass, use a character or respond privately to the teacher.

Think aloud using this one possible example. Ask what makes it useful, then let learners create their own responses. Do not treat it as the only acceptable answer.

Access, choice and privacy

Use short notes, a labelled diagram or an oral explanation in a familiar language. An adult may scribe your reasoning and calculations.

For dialogue tasks, work with a partner or make two fictional speech bubbles. For prototypes, a labelled drawing and explained trial are acceptable.

Keep names, accounts, money and messages fictional. Do not request passwords, real finances or sensitive personal accounts. Feelings are never graded right or wrong.

Use the pages

Start with the fictional situation and one possible worked example. Let the learner develop their own response. Give the suggested time flexibly; pause or split a session if useful. Speaking, drawing, writing and scribed responses are all valid.

Print the two learner pages for each session. The third page is for adult preparation, observation and follow-up. Use the delayed revisit in 3-7 days for about five minutes, beginning without looking at the earlier work.

Scope and framework context

This is an original PaperChime practice session. It is not an official CASEL programme, an NCF competency mapping, a complete life-skills curriculum or therapeutic guidance.

CASEL for SEL domains; NCF-SE 2023 for learning habits; other themes are PaperChime editorial themes.

Original source wording is retained above. The links below give broad framework context only; no official competency code, endorsement or mapped coverage is claimed.

PaperChime editorial design; no board certification.

CASEL: What Is SEL?

<https://casel.org/what-is-sel/>

Ministry of Education: National Curriculum Framework for School Education 2023

<https://www.education.gov.in/national-curriculum-framework-school-education-2023>



01 One thick brush

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Meera needs the only thick brush for a sea; Om wants it for a sign. Neither has started.

One possible example / 3 min

Meera might feel eager, Om impatient. We cannot know without asking.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 5 min

Draw two thought bubbles with a possible feeling and need for each character.

Record what you notice or predict.

2. Try the skill / 5 min

Practise asking each character what they need. Repeat each answer before suggesting a solution.

Show your attempt and reasoning.



One thick brush

3. Use the result / 5 min

Make a turn plan with a first user and a clear handover point. Try it with a shared pencil.

Record your decision, revision or next action.

Reflect / 4 min

What did asking reveal that guessing did not?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

Two fictional learners need the same pair of crayons.

Show both possible perspectives, ask what each needs and revise a sharing plan. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



One thick brush

SEL / emotional literacy | 25 min + 5 min revisit

Practice goal

Recognise feelings and different perspectives

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper and one shared pencil

Specific teaching note

Distinguish feelings from accusations. Check that both children can describe the agreement.

Guide the session

1. Read the fictional situation aloud before modelling a possible response. Ask what is known and what is only guessed about a character.
2. Accept more than one possible feeling. Observe how a learner names possibilities, requests help, sets a boundary or weighs a response. Do not mark an emotion, calm appearance or willingness to disclose as correct or incorrect.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Distinguishes two perspectives

☐ I ☐ S ☐ T Checks an assumption

☐ I ☐ S ☐ T Makes a workable turn plan

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



02 Bridge over a paper river

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Asha's flat paper bridge sags between two books. It must carry one eraser over a small gap.

One possible example / 3 min

A partner suggests folding side edges. Asha tests the same eraser again after changing only the edges.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 5 min

Build a short bridge between low books. Place one eraser on it and sketch the result.

Record what you notice or predict.

2. Try the skill / 5 min

Ask for one specific suggestion. Choose a change, explain it and retest with the same gap and eraser.

Show your attempt and reasoning.



Bridge over a paper river

3. Use the result / 5 min

Record before and after. Tell whether the advice helped, partly helped or needs another test.

Record your decision, revision or next action.

Reflect / 4 min

Which evidence helped you judge the advice?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A paper bridge sags under one eraser.

Ask for a specific suggestion, select one change and describe a fair retest. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Bridge over a paper river

Resilience and flexible thinking | 25 min + 5 min revisit

Practice goal

Use feedback to change a plan

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Two low books, scrap paper and eraser

Specific teaching note

An adult checks materials. Look for a connection between feedback, revision and the observed result.

Guide the session

1. Treat an unsuccessful attempt as information about the approach. Invite a changed method, a realistic pause, help or reduced scope rather than requiring repeated effort indefinitely.
2. Keep the comparison visible. Ask what changed, what stayed the same and what the result permits the learner to conclude. Do not equate persistence or speed with character.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Records a baseline

☐ I ☐ S ☐ T Uses selected feedback

☐ I ☐ S ☐ T Compares results

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



03 Remember the reading corner

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Fictional notice: 'The reading corner opens Monday. Return books to the blue box. Ask Ria for a bookmark.'

One possible example / 3 min

After closing the notice, 'Where do books go?' can be answered and checked: the blue box.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 5 min

Read or hear the notice, cover it and answer who, where and when questions from memory.

Record what you notice or predict.

2. Try the skill / 5 min

Uncover it. Tick supported answers and correct a missed detail using the notice.

Show your attempt and reasoning.



Remember the reading corner

3. Use the result / 5 min

Write or dictate a new question about the notice. Swap questions and schedule a retry tomorrow.

Record your decision, revision or next action.

Reflect / 4 min

Which question should return tomorrow?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

Read this new notice: "The club opens Thursday. Bring one paper sheet. Ask Emi for a label."

Cover it, answer when, what and whom from memory, then check and correct. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Remember the reading corner

Study skills and memory | 25 min + 5 min revisit

Practice goal

Use simple retrieval questions

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Printed notice; cover paper

Specific teaching note

Distinguish comprehension difficulty from recall. Check the correction against the passage.

Guide the session

1. Ensure the supplied fictional rule or notice is understood before covering it. Read aloud and clarify vocabulary; unaided recall can be spoken or drawn.
2. Keep the first attempt separate from checking. A missing point guides another practice opportunity. Do not rank learners by recall speed or infer general learning ability from this short task.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Attempts three recall answers

☐ I ☐ S ☐ T Corrects with text

☐ I ☐ S ☐ T Creates an answerable question

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



04 How long to sort?

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Noel offers to sort ten classroom counters before a pretend meeting. He guesses it will take one minute.

One possible example / 3 min

A guess is a starting point. If sorting takes two minutes, the next plan can allow two plus preparation.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 5 min

Estimate the time to sort ten paper shapes by shape. Record the estimate before starting.

Record what you notice or predict.

2. Try the skill / 5 min

Sort while an adult or partner times. Record the result and compare it with the estimate.

Show your attempt and reasoning.



How long to sort?

3. Use the result / 5 min

Plan a ten-minute work block with gathering, sorting and a break. Explain what might need extra time.

Record your decision, revision or next action.

Reflect / 4 min

What would you change in your next estimate?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A fictional helper sorts ten new paper labels.

Estimate first, time or count the sort, then plan a short block with setup, checking and a pause. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



How long to sort?

Time and task management | 25 min + 5 min revisit

Practice goal

Estimate the time a task needs

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Ten paper shapes; clock or adult count

Specific teaching note

Estimates are planning information, not a competition. Check whether the plan changes after observation.

Guide the session

1. Treat all schedules as fictional. Do not ask learners to describe family finances, responsibilities or home circumstances.
2. Count preparation, dependencies and available capacity. Accept a reasoned reduction in scope or a request for help when a plan cannot fit. Do not reward impossible schedules.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Records an estimate first

☐ I ☐ S ☐ T Measures elapsed time

☐ I ☐ S ☐ T Includes preparation and a break

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



05 Can only balls roll?

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

A puppet claims 'Everything that rolls is a ball.' A closed tin rolls too.

One possible example / 3 min

The tin is a counterexample: it rolls but is not a ball.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 5 min

Predict whether a ball, closed tin and book will roll on a clear low surface. Explain one guess.

Record what you notice or predict.

2. Try the skill / 5 min

Gently test or observe an adult demonstration. Sort results into supports and challenges the claim.

Show your attempt and reasoning.



Can only balls roll?

3. Use the result / 5 min

Rewrite the claim so it fits the observations. Draw another object that could test your new version.

Record your decision, revision or next action.

Reflect / 4 min

What one example changed the puppet's claim?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A puppet claims "Everything that floats is made of wood." A plastic lid also floats in a prepared demonstration.

Explain the counterexample without needing a water experiment and write a more careful claim. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Can only balls roll?

Logical reasoning and critical thinking | 25 min + 5 min revisit

Practice goal

Identify examples and counterexamples

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Ball, closed empty tin, book; low surface

Specific teaching note

An adult checks materials. One counterexample can refute a universal claim; it does not describe all objects.

Guide the session

1. Ask learners to distinguish the observation from the explanation and to state what would change their view. A plausible alternative need not be established as true.
2. Use only the supplied fictional data or safe tabletop objects. Accept more than one defensible conclusion when its limits and supporting reasons are clear.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Separates prediction and result

☐ I ☐ S ☐ T Finds a counterexample

☐ I ☐ S ☐ T Limits a claim

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



06 Whose shelf is it?

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Leela wants a shared shelf for books; Vik wants room for games. Both uses matter.

One possible example / 3 min

Vik says, 'You want books easy to reach,' before proposing a shelf section.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 5 min

Give each character a reason for their idea. Retell the other character's reason accurately.

Record what you notice or predict.

2. Try the skill / 5 min

Draw a shelf plan that includes both uses. Ask one question about who needs to reach it.

Show your attempt and reasoning.



Whose shelf is it?

3. Use the result / 5 min

Agree two setup roles and one review time. Role-play checking whether both roles are manageable.

Record your decision, revision or next action.

Reflect / 4 min

How did repeating the reason help your plan?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

Two fictional planners disagree about a shared games shelf.

Paraphrase each reason, combine needs and agree roles with a review time. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Whose shelf is it?

Communication and collaboration | 25 min + 5 min revisit

Practice goal

Paraphrase a partner's idea

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper and pencil; partner optional

Specific teaching note

Check that paraphrasing is accurate and the division of work is fair.

Guide the session

1. Model accurate paraphrasing before inviting disagreement. Offer a solo version using two speech bubbles or fictional role cards if a partner is unavailable.
2. Check whether roles, requests and handovers are specific and feasible. Do not assess popularity, eye contact, accent, confidence of delivery or agreement with the teacher.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Paraphrases a reason

☐ I ☐ S ☐ T Combines needs

☐ I ☐ S ☐ T Agrees roles and review

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



07 Two notices and a strange form

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Pretend advert: 'Glow Pens make every picture perfect! Buy now.' Library notice: 'Book swaps Friday, signed Librarian.' A signup asks for a password.

One possible example / 3 min

The advert sells; the notice informs. A book-swap signup does not need a password.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 5 min

Label maker, purpose and one claim for each message. Circle anything that needs checking.

Record what you notice or predict.

2. Try the skill / 5 min

Review signup fields: first name, chosen session, password. Keep needed fields and question the unnecessary one.

Show your attempt and reasoning.



Two notices and a strange form

3. Use the result / 5 min

Write a safe question to the librarian about signing up. Do not fill in real personal details.

Record your decision, revision or next action.

Reflect / 4 min

What does the organiser actually need to know?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

An advert offers a free badge only with a purchase. A signup asks for a password.

Identify purpose and hidden condition, then question unnecessary information. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Two notices and a strange form

Digital and media literacy | 25 min + 5 min revisit

Practice goal

Recognise ads and personal information

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Printed scenario; paper

Specific teaching note

Do not submit a real form. Check whether each requested detail has a relevant purpose.

Guide the session

1. All messages, records and datasets in this session are invented. Read them aloud or copy them onto paper. No account, device, web search or real personal information is required.
2. Distinguish a source being genuine from a claim being current, complete or supported. Praise a useful checking question and a limited correction rather than automatic trust in appearance.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Identifies purpose

☐ I ☐ S ☐ T Questions an unsupported claim

☐ I ☐ S ☐ T Protects unnecessary personal information

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



08 The pretend park gate

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Imagine a park drawing: wide path, low bench, a locked narrow gate and no sign. A child using wheels cannot enter there.

One possible example / 3 min

'The gate is narrow' describes a feature; 'everyone dislikes it' is a guess.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 5 min

Sketch the park with labels. Mark two features that help visitors and one barrier.

Record what you notice or predict.

2. Try the skill / 5 min

Explain who might face the barrier. Write one question you would ask those visitors.

Show your attempt and reasoning.



The pretend park gate

3. Use the result / 5 min

Draw one possible change and name a person or office to consult before changing a public space.

Record your decision, revision or next action.

Reflect / 4 min

Which idea needs a visitor's answer before you decide?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

An imagined park has a good bench and steps at its only entrance.

Label helpful features and barriers, ask a visitor question and name who should review a change. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The pretend park gate

Health, environment and citizenship | 25 min + 5 min revisit

Practice goal

Observe a local public space

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper; scenario read aloud

Specific teaching note

No travel or identifiable photographs are required. Check the link between observation and proposal.

Guide the session

1. Keep the setting imaginary. Use paper maps or spoken descriptions. No road observation, waste handling, public intervention or real consultation is required for this sheet.
2. Invite access perspectives without assigning a learner to represent a group. Treat suggested causes as untested and identify permission, adult support and responsible bodies before any later real-world action.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Labels observations

☐ I ☐ S ☐ T Identifies an access barrier

☐ I ☐ S ☐ T Proposes consultation

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



09 Find the page

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

A fictional reading club needs a bookmark that stays visible and does not tear pages.

One possible example / 3 min

A large tab is easy to see but may fall out; both criteria need testing.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 5 min

Choose two success rules: visible when the book closes and gentle on the page. Draw two ideas.

Record what you notice or predict.

2. Try the skill / 5 min

Make one folded paper bookmark. Let a partner insert it and find the page three times.

Show your attempt and reasoning.



Find the page

3. Use the result / 5 min

Record one difficulty. Change a feature and retest against both rules.

Record your decision, revision or next action.

Reflect / 4 min

Which test told you what to change?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A bookmark must be easy to find and gentle on pages.

Set two criteria, observe a user trial, revise and retest. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Find the page

Creative and design thinking | 25 min + 5 min revisit

Practice goal

Prototype and explain one idea

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Scrap paper and book; no glue on pages

Specific teaching note

Review usability rather than appearance alone. Offer drawing-only participation.

Guide the session

1. Use scrap paper and safe low surfaces. Let the learner propose alternatives before modelling one; a prototype may be a labelled drawing if making it is inaccessible.
2. Give the tester a clear use task and observe actions rather than taste or appearance. Do not blame a user for difficulty; help the designer link a revision to evidence.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T States two criteria

☐ I ☐ S ☐ T Observes use

☐ I ☐ S ☐ T Revises against evidence

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



10 Milo's ₹50

Suggested session: 25 min | Name / chosen mark: _____

The fictional situation

Milo has ₹50 pretend money. Pencil ₹10, notebook ₹25, sticker ₹20. A notebook and pencil are needed for a club.

One possible example / 3 min

Notebook plus pencil costs ₹35, leaving ₹15. The sticker cannot join that order within ₹50.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 5 min

List two combinations Milo can afford. Calculate each total and amount left.

Record what you notice or predict.

2. Try the skill / 5 min

Choose a combination for the club and explain one item to postpone.

Show your attempt and reasoning.



Milo's ₹50

3. Use the result / 5 min

A pretend receipt charges ₹45 for notebook and pencil. Check it and write a polite correction request.

Record your decision, revision or next action.

Reflect / 4 min

What should Milo check before paying?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A fictional budget is ₹60; a notebook is ₹25, pencil ₹10 and badge ₹30.

Find two affordable baskets, calculate money left and explain a postponed item. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Milo's ₹50

Financial and practical literacy | 25 min + 5 min revisit

Practice goal

Compare prices and a simple budget

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper price list; pretend money optional

Specific teaching note

Use play money. Accept different choices whose total is at most ₹50 and whose subtraction is correct.

Guide the session

1. All prices, offers and budgets are fictional practice amounts. Use paper money only. Do not ask about household income, debt, purchases or access to goods.
2. Allow arithmetic aids or an adult scribe when needed; still ask the learner to explain the check or choice. Accept different feasible choices with reasons. The sheet does not recommend a real purchase or financial product.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Adds prices accurately

☐ I ☐ S ☐ T Respects the budget

☐ I ☐ S ☐ T Checks a total

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.