



Practice for everyday thinking

Class 4 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

10 Choose within ₹80 | pages 30-32

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 Different plans for one brush

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

The fictional situation

Saira needs a thick brush for a deadline; Yu wants to test a new pattern. They both reach for it.

One possible example / 3 min

'Saira may feel rushed' is a possibility, not a fact about her feelings.

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

Write two possible feelings and needs for each character. Mark what you would need to ask.

Record what you notice or predict.

2. Try the skill / 5 min

Role-play a respectful request from each character, including the task and time needed.

Show your attempt and reasoning.



Different plans for one brush

3. Use the result / 5 min

Compare turn-taking and an alternative tool. Choose a plan, then revise if Saira needs longer.

Record your decision, revision or next action.

Reflect / 4 min

Which question made the agreement more realistic?

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



Different plans for one 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; shared pencil for role-play

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 Offers multiple perspectives

☐ I ☐ S ☐ T Uses respectful requests

☐ I ☐ S ☐ T Revises an agreement

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 A bridge that can be improved

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

The fictional situation

A club's paper bridge carries an eraser but bends in the middle. Feedback says 'make it stronger', without explaining how.

One possible example / 3 min

'Try a folded beam under the centre' is more usable feedback because it names a feature.

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 and test a paper bridge over a short book gap. Record where it bends.

Record what you notice or predict.

2. Try the skill / 5 min

Turn the vague feedback into a specific suggestion. Select one change and predict its effect.

Show your attempt and reasoning.



A bridge that can be improved

3. Use the result / 5 min

Retest with the same gap and load. Compare evidence and write one next question.

Record your decision, revision or next action.

Reflect / 4 min

What made the feedback useful?

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



A bridge that can be improved

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, 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 weakness

☐ I ☐ S ☐ T Selects specific feedback

☐ I ☐ S ☐ T Compares a fair retest

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 The seed-library notice

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

The fictional situation

Fictional notice: 'Seed packets can be borrowed on Tuesday. Choose one packet. Record it with Noor. Return the empty envelope next week.'

One possible example / 3 min

A recall answer 'Tuesday' is checkable against the notice; confidence alone does not confirm it.

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, close it and answer: when, how many and with whom?

Record what you notice or predict.

2. Try the skill / 5 min

Check answers against the notice. Correct with a different mark and explain one correction.

Show your attempt and reasoning.



The seed-library notice

3. Use the result / 5 min

Create two new retrieval questions. Mark the harder one to answer again tomorrow without the notice.

Record your decision, revision or next action.

Reflect / 4 min

Which detail needs another practice attempt?

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



The seed-library notice

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 and cover sheet

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 Retrieves before checking

☐ I ☐ S ☐ T Corrects from evidence

☐ I ☐ S ☐ T Writes useful questions

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 A realistic sorting slot

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

The fictional situation

A pretend club gives Esha eight minutes to sort ten labels, pack them and clear the table.

One possible example / 3 min

A three-minute sort is not the whole job; gathering and clearing need time too.

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 sorting time, then time a ten-label sort. Record estimate, actual time and difference.

Record what you notice or predict.

2. Try the skill / 5 min

Allocate the eight minutes among gathering, sorting, checking and clearing. Include a short pause.

Show your attempt and reasoning.



A realistic sorting slot

3. Use the result / 5 min

Two labels are missing. Revise the plan and explain which step stays essential.

Record your decision, revision or next action.

Reflect / 4 min

Which hidden step deserved more time?

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



A realistic sorting slot

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 labels; clock

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 Compares estimate with actual

☐ I ☐ S ☐ T Budgets the whole task

☐ I ☐ S ☐ T Revises for disruption

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 The four-sided claim

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

The fictional situation

A puppet says 'Every four-sided shape is a square.' A rectangle on a card seems different.

One possible example / 3 min

A non-square rectangle has four sides, so it challenges the word 'every'.

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 or sort a square, a non-square rectangle, a triangle and an uneven four-sided shape.

Record what you notice or predict.

2. Try the skill / 5 min

Choose a counterexample and explain which part fits the claim and which part does not.

Show your attempt and reasoning.



The four-sided claim

3. Use the result / 5 min

Rewrite the claim more carefully. Draw a new test case and explain whether it fits.

Record your decision, revision or next action.

Reflect / 4 min

Why is one counterexample useful against 'every'?

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



The four-sided claim

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; Paper and ruler optional

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 Checks both conditions

☐ I ☐ S ☐ T Explains a counterexample

☐ I ☐ S ☐ T Revises precisely

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 Shared shelf, shared decisions

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

The fictional situation

A class shelf must hold books, game boxes and a returned-items basket. Two planners disagree about space.

One possible example / 3 min

'You want games easy to take out without moving books' captures the reason, not just 'you like games'.

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 both planners' positions aloud. Paraphrase the reason behind each and ask if it is accurate.

Record what you notice or predict.

2. Try the skill / 5 min

Sketch two arrangements. Compare reach, space and ease of returning items.

Show your attempt and reasoning.



Shared shelf, shared decisions

3. Use the result / 5 min

Agree setup roles and a one-week check. Practise asking for a role change if one task is too large.

Record your decision, revision or next action.

Reflect / 4 min

What would tell you the shelf plan needs changing?

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



Shared shelf, shared decisions

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

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 reasons

☐ I ☐ S ☐ T Compares arrangements

☐ I ☐ S ☐ T Negotiates a specific role

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 The magic pencil claim

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

The fictional situation

A pretend shop advert says 'Our pencil doubles your creativity.' A library notice lists a drawing event. A signup requests a home address and password.

One possible example / 3 min

A claim about creativity needs evidence; an event time can be checked with its organiser.

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

Identify maker, audience, purpose and one checkable detail in each message.

Record what you notice or predict.

2. Try the skill / 5 min

For a classroom drawing-event signup, question which fields are needed: session choice, home address, password.

Show your attempt and reasoning.



The magic pencil claim

3. Use the result / 5 min

Draft a safe message asking the organiser to confirm time and required information. Use fictional names.

Record your decision, revision or next action.

Reflect / 4 min

What would make you trust a detail more?

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



The magic pencil claim

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 Distinguishes purposes

☐ I ☐ S ☐ T Questions evidence

☐ I ☐ S ☐ T Limits 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 A bus-stop picture audit

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

The fictional situation

Imagine a bus-stop drawing: a bench, a clear timetable, a broken path edge and a bin blocking the route.

One possible example / 3 min

The blocked route is an observed barrier; we should ask users before choosing a fix.

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 and label the scene. Separate three observations from one guess about its use.

Record what you notice or predict.

2. Try the skill / 5 min

Choose a visitor who might face difficulty. Write two respectful questions about their experience.

Show your attempt and reasoning.



A bus-stop picture audit

3. Use the result / 5 min

Suggest a safer layout on paper and name who should review it. Do not inspect roads in person.

Record your decision, revision or next action.

Reflect / 4 min

Whose view could change your proposed layout?

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



A bus-stop picture audit

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; fictional scene only

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 Separates fact and guess

☐ I ☐ S ☐ T Considers access

☐ I ☐ S ☐ T Identifies responsible 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 A bookmark for different readers

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

The fictional situation

A fictional library wants a bookmark visible to readers who prefer large labels and easy gripping.

One possible example / 3 min

A tiny tab may fit the book but be difficult to grip. Size and page care both matter.

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

Set two measurable tests, such as finding it quickly and leaving no crease after three uses.

Record what you notice or predict.

2. Try the skill / 5 min

Draw alternatives and make a paper prototype. Ask a partner to use it without instructions first.

Show your attempt and reasoning.



A bookmark for different readers

3. Use the result / 5 min

Record what the user does. Change one feature and repeat both tests.

Record your decision, revision or next action.

Reflect / 4 min

What did the reader do that you did not expect?

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



A bookmark for different readers

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; Paper and book

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 Defines tests

☐ I ☐ S ☐ T Observes actual use

☐ I ☐ S ☐ T Revises without blaming the user

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 Choose within ₹80

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

The fictional situation

Ravi has ₹80 pretend money. Notebook ₹30, pencil ₹12, folder ₹25, badge ₹20. He needs somewhere to keep loose sheets.

One possible example / 3 min

Notebook plus folder totals ₹55, leaving ₹25. Cheapest is not the only question; purpose matters.

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

Find two affordable baskets containing a folder. Record totals and money left.

Record what you notice or predict.

2. Try the skill / 5 min

Choose a basket for Ravi's need. Explain the benefit and one item left out.

Show your attempt and reasoning.



Choose within ₹80

3. Use the result / 5 min

The folder price rises by ₹10. Recalculate and decide whether to change the basket.

Record your decision, revision or next action.

Reflect / 4 min

What mattered besides the lowest total?

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



Choose within ₹80

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

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 Checks totals

☐ I ☐ S ☐ T Connects choice to need

☐ I ☐ S ☐ T Recalculates after a price change

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.