

SHAWLS OF IDENTITY (GRADE 5)

Preparation:

Leading Question:	Can we design our own Naga-inspired shawl using art and math?
Description:	Learners will explore traditional handloom shawl designs from Naga tribes such as the Angami, Yimchunger, Zeliang, and Konyak. After observing and discussing the colours and shapes used in these shawls, they will design their own shawls inspired by what they have learned. Using decimal numbers, they will calculate how much colour was used to create the shawl design. The project will conclude with an art gallery where learners present their self-designed shawls, colour comparisons, and share what they discovered about the patterns and their meanings. This project will help learners understand the concepts covered in Chapter 8 - Decimal Fractions. - A detailed mapping showing the topics covered has been included at the bottom of the document. - Some textbook questions will be addressed through the project as part of classwork or homework. Please make sure to complete the remaining questions after the project concludes. Do upload pictures of the art gallery to the project submission form!
Resources required:	Pencil, ruler, paper, colours, printouts of Appendix 1 (1 for 4 groups), a traditional Naga shawl (for demonstration) <i>Optional:</i> Chart paper (1 per group), printouts of Appendix 3 (1 per group)



Day 1 -

Learners will make rules for their PBL classes and explore the traditional shawl patterns of different Naga tribes.

Time	Activity and Description
10 minutes	PBL Ground Rules: (Entire Class) Note: Before this class, write the leading question and the project criteria (included in the Day Plan) on a piece of paper and stick it on a classroom wall while introducing the learners to it. Teacher Says: - Have you ever done a project? What was it about? (Take 1-2 responses.)

	- <i>This year, we're going to try Project-Based Learning, or PBL, to learn math. In PBL, we learn by doing real projects. Instead of only solving sums and word problems, we will work in teams to solve real problems and build things! For example, in this project, you will design a shawl to learn math!</i> - <i>To help us work well in groups, we need to set some rules just for our PBL time. These will help everyone feel heard and included, and use our PBL time well.</i> - <i>Let us begin with a few simple rules. At the end of this project, we will talk about which rules helped us, which ones didn't, and whether we need to add any new rules for further projects.</i> Write these rules on the board and explain them to the learners: - We listen carefully to each other and speak kindly. - Everyone in the group has a job and helps with the work. - We ask each other for help when we need it. Note: Add or change rules based on what works best for your classroom, and to include any suggestions from learners.
10 minutes	Project Introduction: (Entire Class) Show learners a traditional Naga shawl and ask partners to discuss the following questions: - Have they seen such shawls at home or in their community? What do they know about them? - How do shawls used by different tribes in Nagaland look similar? Different? After taking responses from 3-4 pairs, the teacher says: - <i>Many tribes in Nagaland wear woollen shawls, especially during festivals such as Sekrenyi, Metümnyo, or Hornbill.</i> - <i>Red and black are common colours, but some tribes also use other colours, and the patterns vary from tribe to tribe. These shawls are usually made on handlooms, where threads are woven together by hand to create designs.</i> - <i>In this project, you will explore traditional Naga shawls and design your own shawls inspired by what you have seen. You will draw it, colour it, and use math to compare how much of each colour is used in your design.</i> - <i>At the end of the project, you will set up an art gallery to share your shawl designs with teachers, school staff, and members of the community.</i> - <i>In every PBL project, we try to answer a big question. We call this the Leading Question. For this project, the Leading Question is: <i>Can we design our own Naga-inspired shawl using art and math?</i></i> Next, tell the learners that their shawl design will be considered successful if it meets the following criteria:



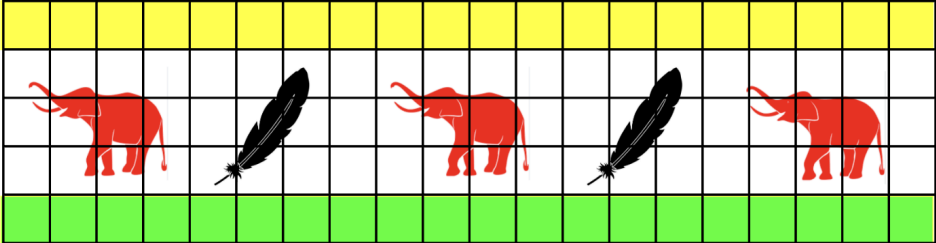
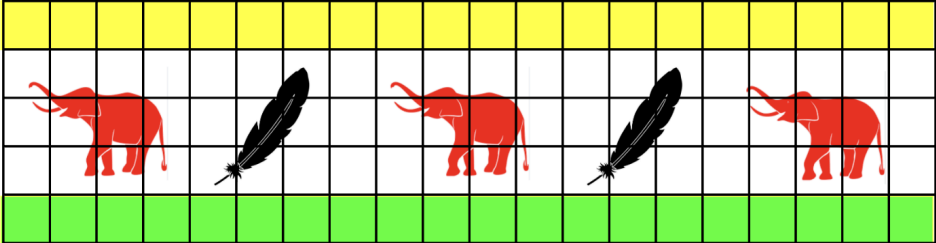
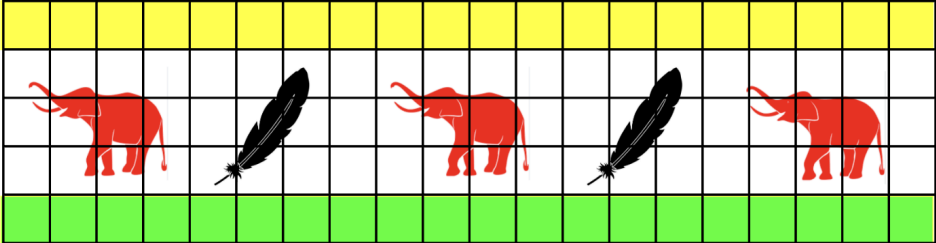
	- The design includes at least 2 features from Naga shawls, each from a different tribe. - It uses at least 3 different colours. - The presentation includes a comparison using decimal numbers to show how much of each colour is used. - The presentation explains why the chosen design is meaningful to the group. If they do not yet know decimal numbers, inform them that they will learn about them during the project. Finally, put up the Leading Question and Project Criteria on a chart on the classroom wall so that learners can refer to them at any time during the project.								
20 minutes	Exploring Naga Shawls: (Group Work) Divide the class into groups of 3-4 learners and inform them that they will work in the same group for the entire project. If possible, try to ensure that each group includes: - Both boys and girls - Learners with different strengths and abilities - Learners from different tribes or backgrounds Teacher says: - <i>What are some traditional patterns or designs from your community that you see on clothes such as shawls or scarves?</i> (Allow groups a few seconds to discuss and then take responses) - <i>Let us start the project by exploring some shawl designs from different Naga tribes. We will look at the colours they use and find out what these designs mean to the people who wear them!</i> Follow the steps below to help learners explore the features and meanings of Naga shawl designs from different tribes: <u>First</u>, draw the table below on the board and ask learners to copy it. <table><tr><th>Tribe</th><th>What colours can you spot in the shawl?</th><th>What shapes or patterns do you see?</th><th>What do you think these patterns mean?</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <u>Next</u>, assign one of these tribes to each group: Angami, Yimchunger, Konyak, or Zeliang. - Give each group the matching portion of Appendix 1 based on their assigned tribe. For example, if Group 1 is assigned the Angami tribe, they will receive the Angami portion. - If there are more groups than tribes, two or more groups can work on the same tribe. <u>After that</u>, ask groups to observe the images in the provided appendix and fill in the table. <u>Finally</u>, one group per tribe will present their findings to the whole class, along with images of shawls from their assigned tribe. - Other groups who studied the same tribe can add any missing details.	Tribe	What colours can you spot in the shawl?	What shapes or patterns do you see?	What do you think these patterns mean?				
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	- Groups assigned different tribes will add new rows to their own tables and fill them during the presentation. As each group presents, use Appendix 2 to explain and summarise the features.
Homework	- Ask your parents or guardians to show you a Naga shawl. Look closely to find the colours and patterns on it. Try to find out what these patterns mean or represent. - With the help of an elder, cut a lemon into 8 equal pieces. Now, write fractions for these: 1 out of 8 pieces, 3 out of 8 pieces, 5 out of 8 pieces, 7 out of 8 pieces.

Day 2 –

Learners will create their shawl designs and use fractions to compare the amount of space occupied by each colour.

Time	Activity and Description
5 minutes	Recap: (Entire Class) Pairs will exchange notebooks to check each other's homework answers: <i>1 out of 8 pieces</i> <i>3 out of 8 pieces</i> <i>5 out of 8 pieces</i> <i>7 out of 8 pieces</i> $\frac{1}{8}$ $\frac{3}{8}$ $\frac{5}{8}$ $\frac{7}{8}$ Ask a learner to read out the Leading Question (Can we design our own Naga-inspired shawl using art and math?). Groups will discuss and share what they have done to answer it so far. After taking responses, the teacher says: - <i>So far, you have explored the features and meanings of shawl designs from different Naga tribes.</i> - <i>Today, you will design your own shawls and use fractions to compare the amount of space that each colour takes.</i>
20 minutes	Making Shawl Designs: (Group Work) Follow the instructions below to help groups work together to design their shawls. <u>First</u>, ask groups to discuss and list the shapes or patterns that members liked from any of the four shawl designs they studied. - They can also include any other patterns or objects important to their community such as feathers, beads or animals. - Inform them that their shawl design must include all of these features. <u>Next</u>, ask each group to draw a 20 x 5 grid on a sheet of paper. Inform them that they will design their shawls on this grid. To do this, they should use a ruler and pencil to: - Mark 20 equal parts along the length of the paper. - Mark 5 equal parts along the width. - Draw horizontal and vertical lines from these marks to create the grid. Alternatively, distribute printouts of Appendix 3 for learners to design their shawls on. <u>Once the grid is ready</u>, ask groups to discuss and draw their shawl design, ensuring all the agreed-upon shapes and patterns are included. <u>Finally</u>, ask them to fill in their shawl design with colour, using at least three different colours to meet the design criteria.

	Note: If needed, show them the sample included in Appendix 4 to give them ideas.				
15 minutes	Comparing Colour Portions Using Fractions: (Group Work) Teacher says: - <i>Now that you have designed your shawls, let us compare the amount of space that each colour takes on your design. How will you do this?</i> (Allow groups a few seconds to discuss and then take 2-3 responses) - <i>An accurate way of doing this is to identify the portion for each colour on the sketch, express these portions as fractions, and compare them.</i> Use the instructions below to guide learners to use fractions to compare colours. <table border="1"> <tr> <td data-bbox="370 621 500 1486"> I DO </td><td data-bbox="500 621 1479 1486"> Use the sample shawl design in Appendix 4 and the instructions below to get groups to compare the area taken by each colour using fractions.  - <u>First</u>, ask them to count and share the total number of boxes. (100) - <u>Next</u>, ask them to count the number of boxes that yellow occupies (10). - <u>After that</u>, ask them to express the number of boxes that yellow occupies as a fraction. ($\frac{10}{100}$). - <u>Once done</u>, ask them to express the number of boxes that black occupies as a fraction. If needed, guide them to count only the boxes where most of the feather lies. ($\frac{4+4}{100} = \frac{8}{100}$) - <u>Finally</u>, based on the number of boxes, ask them to compare the two fractions using < and > signs. ($\frac{8}{100} < \frac{10}{100}$) Differentiation Tip: If needed, take 5 minutes to re-teach learners that fractions are parts of a whole expressed as $\frac{\text{part}}{\text{whole}}$ (in this case, whole = 100 boxes). </td></tr> <tr> <td data-bbox="370 1486 500 1766"> YOU DO </td><td data-bbox="500 1486 1479 1766"> In groups, learners will: - Count the number of boxes each colour occupies and write it as a fraction of the total boxes. Each member can work with a different colour. - Check each other's work to make sure the fractions are correct. - Compare the fractions using the < and > signs. Finally, each group will share with the class which colour takes up the largest and smallest fractions, and what those fractions are. </td></tr> </table>	I DO	Use the sample shawl design in Appendix 4 and the instructions below to get groups to compare the area taken by each colour using fractions.  - <u>First</u>, ask them to count and share the total number of boxes. (100) - <u>Next</u>, ask them to count the number of boxes that yellow occupies (10). - <u>After that</u>, ask them to express the number of boxes that yellow occupies as a fraction. ($\frac{10}{100}$). - <u>Once done</u>, ask them to express the number of boxes that black occupies as a fraction. If needed, guide them to count only the boxes where most of the feather lies. ($\frac{4+4}{100} = \frac{8}{100}$) - <u>Finally</u>, based on the number of boxes, ask them to compare the two fractions using < and > signs. ($\frac{8}{100} < \frac{10}{100}$) Differentiation Tip: If needed, take 5 minutes to re-teach learners that fractions are parts of a whole expressed as $\frac{\text{part}}{\text{whole}}$ (in this case, whole = 100 boxes).	YOU DO	In groups, learners will: - Count the number of boxes each colour occupies and write it as a fraction of the total boxes. Each member can work with a different colour. - Check each other's work to make sure the fractions are correct. - Compare the fractions using the < and > signs. Finally, each group will share with the class which colour takes up the largest and smallest fractions, and what those fractions are.
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Homework	In the Naga shawl you observed yesterday, choose any two colours or patterns you noticed. Now, imagine the whole shawl is made of 20 equal blocks. Try to express how much of the shawl shows each colour or pattern as a fraction of 20.
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Day 3

Learners will use decimals to compare the space occupied by each colour and exchange feedback with other groups on their designs and calculations.

Time	Activity and Description						
5 minutes	Recap: (Entire Class) Pairs will share their answers to the homework questions with each other. Ask a learner to read out the Leading Question (Can we design our own Naga-inspired shawl using art and math?). Groups will discuss and share what they have done to answer it so far. After taking responses, the teacher says: - <i>So far, you have designed your Naga-inspired shawls and used fractions to compare the space occupied by each colour.</i> - <i>Today, you will use decimals to compare the space occupied by each colour and get your work checked by another group.</i> - <i>To compare the space occupied by each colour using decimals, we first need to learn what decimals are.</i>						
20 minutes	Comparing Colour Portions Using Decimals: (Group Work) Write these quantities on the board: 1.5 metres of cloth, 1.5 kg of potatoes, 0.5 litres of milk Teacher says: - <i>Have you heard of or seen such quantities in your daily lives? What is common to all these numbers?</i> (Take responses - they all include a dot) - <i>All the numbers have a dot or a decimal point. Such numbers that include a decimal point are called decimal numbers.</i> - <i>Can you think of any other examples of decimal numbers?</i> (Take responses such as temperature - for example, 26.5°C, or time - for example, 1.5 hours.) Next, explain the parts and place value of a decimal number as described below: - Inform learners that a decimal number has 3 parts: - Integral part - a whole number, - Decimal point - a dot, and - Decimal part - a number written after the dot. Use the board to identify the parts of the decimal number 1.5: <table><tr><th>Integral Part</th><th>Decimal Point</th><th>Decimal Part</th></tr><tr><td>1</td><td>.</td><td>5</td></tr></table>	Integral Part	Decimal Point	Decimal Part	1	.	5
Integral Part	Decimal Point	Decimal Part					
1	.	5					

Once done, ask learners to identify the parts of the number 20.25. (*Integral part - 20, decimal point - ., decimal part - 25*)

- Ask groups to turn to the table on **Pg. 65** and read the **Decimal Place Value Chart**. Once done, ask them the following questions:
 - What is the place value of the first digit after the decimal point called? (*tenths*)
 - What is the place value of the second digit after the decimal point called? (*hundredths*)
 - What is the place value of the fourth digit after the decimal point called? (*thousandths*)

Use the Decimal Place Value chart to summarise the place value of each digit after the decimal point.

Finally, use the instructions below to help learners convert fractions to decimals and compare the space occupied by different colours on their shawl designs.

I DO

Teacher says:

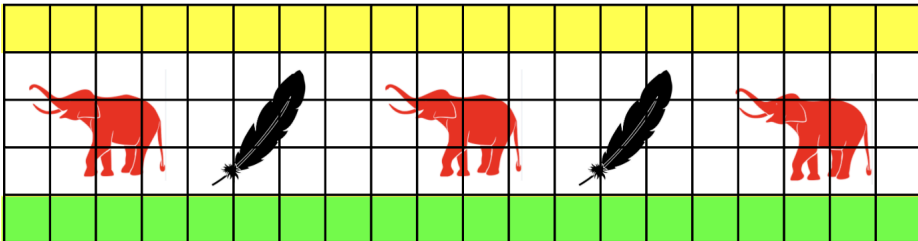
- *Decimal numbers are just fractions written using a decimal point instead of a fraction bar!*
- *Why do you think we need decimals if we already have fractions?* (Allow groups to discuss and then take responses)
- *Decimals are a more common way of writing fractions in real life. For example, it is easier to measure 2.2 cm on a ruler than $2\frac{1}{5}$ cm. Similarly, thermometers show temperatures in measurements such as 100.5°C than $100\frac{1}{20}^{\circ}\text{C}$.*
- *Knowing how to write fractions as decimals makes it easier to use them in real life.*

Use the board to explain how to convert fractions with a denominator as a multiple of 10 into decimals:

- Start from the right and place the decimal point after moving left based on the number of zeros.
- If you run out of digits in the numerator while moving the decimal point, add zeros as needed.

Use the step below to help learners practice the procedure:

- Share: $\frac{1}{10} = 0.1$
- Ask groups to discuss and express $\frac{1}{100}$ as a decimal (*0.01*)
- Ask learners to individually express $\frac{1}{1000}$ as a decimal (*0.001*)

	YOU DO  - <u>First</u>, ask learners to share the fractions they calculated for the yellow and black colours in the sample design from Appendix 4. ($\frac{10}{100}$ and $\frac{12}{100}$) - <u>Next</u>, ask them to convert each of these fractions to decimal numbers (0.10 and 0.12) - <u>Once done</u>, ask learners to identify the place value of each digit in the decimal numbers. 0 . 1 0 Ones Tenth Hundredth 0 . 1 2 Ones Tenth Hundredth - <u>Finally</u>, based on the number of boxes that the colours occupy, ask them to compare the two decimal numbers using < and > signs. (0.12 > 0.10) WE DO In groups, learners will: - Convert the fraction for the number of boxes occupied by each colour into a decimal number. Each member can work with a different colour. - Check each other’s work to make sure the fraction-to-decimal conversions are correct. - Compare the decimal numbers using the < and > signs. Differentiation tip: Ask learners to arrange these decimal numbers in increasing order: 1.1, 0.99, 1.10, 1.100. After taking responses, highlight these key ideas: - When ordering decimal numbers, look at the whole number (integral) part first, and then the decimal part. For example: 1.1 is greater than 0.99. - Adding zeros to the right of a decimal does not change its value. For example: 1.1, 1.10, and 1.100 are all the same number.
15 minutes	Peer Feedback: (Group Work) Teacher says: - Now, you will exchange your shawl designs and colour comparisons using decimals with another group. - Look at each other’s work, notice what has been done well, and suggest what could be improved. This process is called exchanging feedback. - In the next class, you will improve your work based on the feedback received.

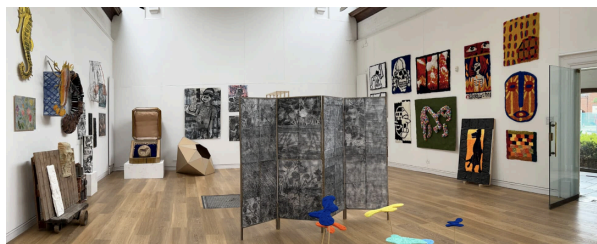
	Tag each group with one other group. Groups will take turns to exchange feedback based on the following pointers: - Does the design include at least 1 Naga shawl feature that each group member likes? - Does the design use at least 3 different colours? - Are the fractions showing the space taken up by each colour correctly identified? - Are the fractions correctly converted into decimals? - Are the decimal numbers compared correctly? - Do you have any suggestions to improve the design? Each group will write down the feedback they receive. Let them know that they will use this feedback to improve their designs the next day, when they create their final versions for the art gallery display.
Homework	- Answer Q1, Q2 and Q5 on Pg. 71-72. - One group will seek the principal's permission to use a suitable venue for the art gallery event, such as an empty corridor or classroom.

Day 4 –

Learners will revise their shawl designs based on peer feedback and plan for the art gallery event.

Time	Activity and Description
10 minutes	<u>Reading & Writing Decimal Numbers: (Entire Class)</u> Pairs will exchange notebooks to check each other's homework answers. Use the sample answers on Pg. 197 to guide them. Ask a learner to read out the Leading Question (Can we design our own Naga-inspired shawl using art and math?). Groups will discuss and share what they have done to answer it so far. After taking responses, the teacher says: - <i>So far, you have used decimals to compare the space occupied by each colour and exchanged feedback on your design and calculations.</i> - <i>Today, you will learn how to read and write decimal numbers, revise your designs and calculations based on the feedback, and begin setting up the art gallery.</i> Follow the steps below to teach learners how to read decimal numbers: <u>First</u>, ask them how to read these fractions: $\frac{1}{10}$ (<i>one-tenths</i>), $\frac{2}{5}$ (<i>two-fifths</i>), $\frac{3}{7}$ (<i>three-sevenths</i>), $4\frac{3}{10}$ (<i>four three-tenths</i>). After taking responses, summarise that we read fractions by naming the numerator as a counting number and the denominator as an ordinal. <u>Next</u>, explain to the learners how to read a decimal fraction: 1. Read the whole number part as you normally would. 2. Say "point" for the decimal. 3. Read each digit after the decimal separately (not as a whole number).

	<u>After that</u>, ask learners to discuss in groups and share how to read these decimal numbers: - 3.5 (<i>three point five</i>) - 4.75 (<i>four point seven five</i>) - 0.09 (<i>zero point zero nine</i>) <u>Next</u>, ask groups to write and read the decimal numbers for the given fractions: - Five-tenths ($\frac{5}{10} = 0.5 =$ zero point five) - Three one-tenths ($3\frac{1}{10} = 3.1 =$ three point one) <u>Finally</u>, groups will discuss how to read the decimal numbers that show the portion that each colour occupies in their shawl designs.
20 minutes	Finalising Shawl Designs and Colour Comparisons: (Group Work) If available, distribute chart paper to groups. If not, groups can use fresh sheets of paper for this section. Each group will follow these steps to finalise their designs and colour comparisons: - <u>First</u>, draw a 20 x 5 grid on chart paper or a fresh sheet of paper. - <u>Next</u>, sketch and colour your design, making sure to include the changes suggested during peer feedback. - <u>Finally</u>, count the final number of boxes occupied by each colour, express these as decimals, and compare them using the < and > symbols.
10 minutes	Planning for the Art Gallery: (Group Work) Share the venue for the art gallery with the learners and encourage each group to discuss and plan how they want to organise their displays. If needed, suggest these ideas: - All shawl designs can be displayed on the walls of the venue. - Groups can divide the tasks of inviting teachers, other students, school staff, and the principal. - During the event, group members can stand near their shawl designs. - As visitors move through the gallery, group members can explain their work using these points: - Which traditional Naga shawls inspired their design and the features they chose. - Why is each feature meaningful to them? - How the colours compare based on the amount of space each occupies.
Homework	- Finish any remaining work on the shawl designs and colour comparisons using decimal numbers. - Answer Q3 and Q4 on Pg. 71.



Day 5 –

Learners will set up the art gallery and present their shawl designs to an audience.

Time	Activity and Description
15 minutes	Preparing for the Presentation: (Entire Class) Pairs will exchange notebooks to check each other's homework answers. Use the sample answers on Pg. 197 to guide them. Ask a learner to read out the Leading Question (Can we design our own Naga-inspired shawl using art and math?). Groups will discuss and share what they have done to answer it so far. After taking responses, the teacher says: - <i>Congratulations on finalising your shawl designs! Today, you will present them to an audience!</i> Groups will put up their shawl designs and prepare for the presentation. Encourage them to divide different parts of the presentation among group members. For example, in a group of 4: - 1-2 members can talk about the traditional Naga shawls that inspired their design and the features they chose. - 1-2 members can talk about why each feature is meaningful to them. - 1-2 members can talk about how the colours compare based on the amount of space each occupies.
15 minutes	Presentation: (Group Work) Groups present their paintings as visitors walk up to their paintings. Encourage them to take feedback from the visitors.
10 minutes	Reflection: (Group Work) Teacher says: - <i>At the end of each project, we will think about aspects such as what went well, what could have been better, and what we learnt through the project. This process is called reflection.</i> - <i>For this project, let's reflect on these questions:</i> - <i>What's something new you learned?</i> - <i>Did your group ever disagree on anything? How did you handle it?</i> - <i>What was easy for you? What was tricky?</i> - <i>Which project rules helped your group work well?</i> - <i>Were there any rules that did not help much? Should we change or explain them better?</i> - <i>Can you think of any new rules that we need?</i> Once each group is done, take at least one response from each. - If any groups suggest new rules, have the class vote on them. - To keep the list simple and easy to follow, try to keep the final set of PBL rules to no more than 5.
Additional enrichment activities:	Learners can calculate the cost of their shawl designs by assuming a price per block for each colour (e.g., ₹1 per block for yellow, ₹2 per block for green). They will multiply the unit price by the number of blocks used for each colour to find the total cost. Then, they can also add a profit margin to decide the selling price of their shawl designs.

Modifications for simplification	If learners find it challenging to include features of traditional Naga shawls, they can choose to design a shawl using any colours and patterns they like.
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ASSESSMENT CRITERIA

A majority of my learners were able to:

- ☐ Design a shawl that includes at least 2-3 features from traditional Naga shawls.
- ☐ Convert the fractions showing the space occupied by each colour into decimal numbers.
- ☐ Order decimal numbers to compare how much space each colour takes.
- ☐ Organise an art gallery showcasing their shawl designs.
- ☐ Present their shawl designs to an audience, following the criteria of the presentation shared.

PROJECT DETAILS

Subjects Covered:	Math, Social Sciences, Art
Age Group:	10-11 year-olds
Total Time Required:	In class: 40 minutes a day for 5 days At home: 15 minutes a day for 1 day
Leading Question	Can we design our own Naga-inspired shawl using art and math?
Learning Outcomes:	Knowledge-based Outcomes: 1. Identify the whole number (integral) and decimal parts of a decimal number. 2. Convert fractions with denominators that are multiples of 10 into decimal numbers. 3. Identify the place value of each digit in a decimal number. 4. Compare decimal numbers. 21st Century Skill Outcomes: 1. Be creative while designing original shawls that draw inspiration from traditional Naga patterns and express their own ideas through colours and shapes. 2. Think critically while interpreting the cultural significance of traditional patterns, and calculating and comparing the space occupied by colours using fractions and decimals. 3. Collaborate effectively while exchanging feedback and dividing tasks involved in designing their shawls. 4. Communicate effectively while presenting their shawl designs to an audience. Socio-Emotional Learning Outcomes: <u>Relationship Management:</u> RM.1.2 Demonstrate cooperation and teamwork to promote group effectiveness.
Previous Learning	Fractions on a number line

Supervision Required	Medium
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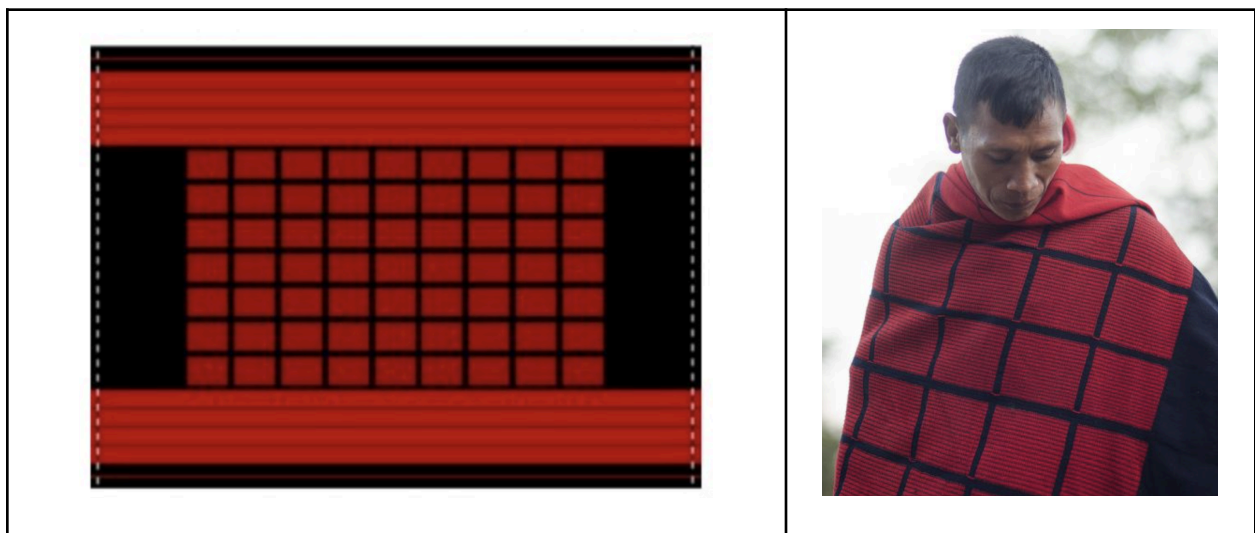
APPENDIX 1

Shawl Design Samples

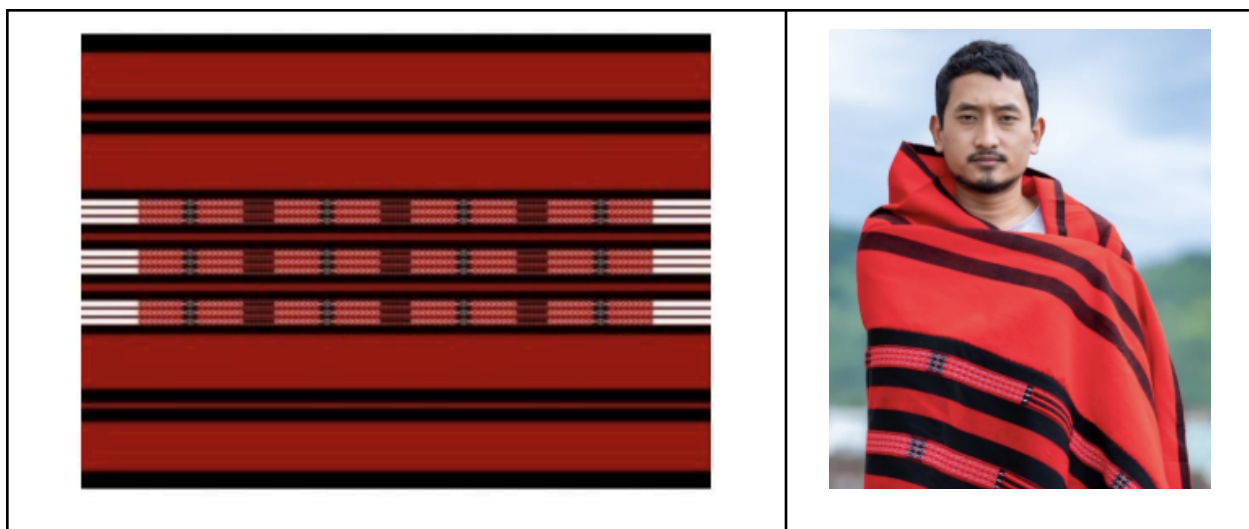
Angami



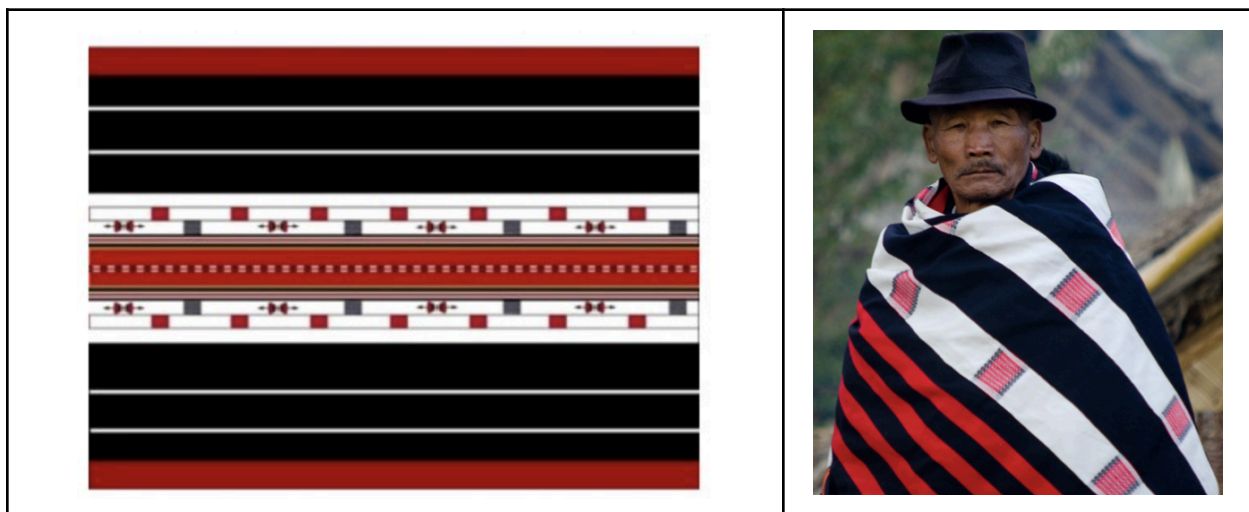
Yimchunger



Konyak



Zeliang



APPENDIX 2

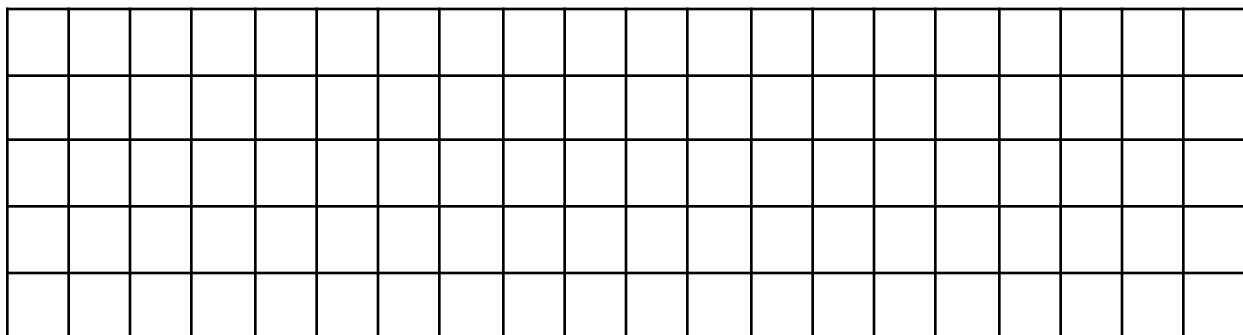
Features of Naga Shawls

Tribe	What colours can you spot in the shawl?	What shapes or patterns do you see?	What do you think these patterns tell?
Angami	Black, red, green, yellow	Large patches and stripes	Social status and achievements
Yimchunger	Black, red	Rectangular shapes, bold stripes	Warrior status and bravery
Konyak	Black, red, white	Zigzag lines, spear motifs, stripes	Responsibility and warrior status

Zeliang	Black, red, white	Stripes, blocks, motifs	Age, social status
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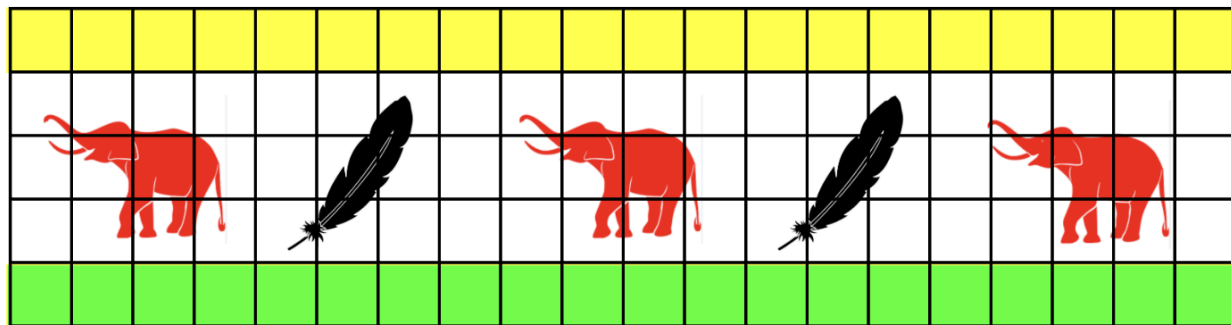
APPENDIX 3

Printable 20 x 5 Grid



APPENDIX 4

A Sample Shawl Design (20 x 5 grid)



CHAPTER-PROJECT MAPPING

Corresponding SCERT Nagaland Chapter: **Chapter 8 - Decimals**

SCERT Topic	SCERT Sub-Topic	Coverage
Introduction	Introduction	Yes
Decimals	Decimals	Yes
Decimal Place Value Chart	Decimal Place Value Chart	Yes
Integral Part and Decimal Part	Integral Part and Decimal Part	Yes
Conversion of Decimals into Fractions	Conversion of Decimals into Fractions	No
Conversion of Fractions into Decimals	Conversion of Fractions into Decimals	Yes
Decimal Fractions in Units of Length	Decimal Fractions in Units of Length	No

