



The Bassein Education Society's
ISAAC NEWTON GLOBAL SCHOOL (CBSE Affiliation No. 1131196)



Venue – Grade VI classrooms.

Date – 2nd June to 08th June, 2026.

Math Club Committee:

Ms. Pritika, Ms. Venisa, Ms. Sharon, Ms. Archana, Ms. Swetlana

Title: Math Club Activity Report: – Pattern Explorer - Math Quiz
(Conducted by the Math Club)

Introduction:

This report presents the details of the Math Club Activity – "Pattern Explorer", conducted for students of Grade 6 at Isaac Newton Global School. The quiz was designed to strengthen students' understanding of number patterns, shape patterns, Virahanka numbers and logical thinking through interactive and concept-based questions.

The activity aimed to reinforce concepts such as ten different types of patterns in numbers and pattern in shapes. Students also actively participated in answering the next terms.

Through an engaging and competitive team-based quiz, students applied these concepts to solve concept-based problems, enhancing their logical reasoning, analytical thinking and problem-solving skills.

Activity Description: Students participated class-wise in teams. The quiz consisted of four rounds: Number Patterns, Shape Patterns, True/False and Thinking Challenges. Each correct answer earned 10 marks and scores were updated after every round. The highest-scoring team in each division was declared the winner.

Learning Outcomes:

The activity enabled students to:

- 1) Identify and extend different types of patterns.
- 2) Apply logical reasoning to solve pattern-based problems.
- 3) Recognize number and shape patterns, including square, triangular and Virahanka patterns.
- 4) Develop teamwork, confidence and healthy competition.
- 5) Experience mathematics through engaging and interactive learning.

Conclusion:

The 'Pattern Explorer' Mathematics Quiz successfully reinforced the concepts of patterns in an enjoyable and interactive manner for the students of Grade 6. Students actively participated, improved their reasoning skills and confidently solved pattern-based questions, fulfilling the objectives of the Math Club activity.

PATTERN EXPLORER **MATHEMATICS** **QUIZ**

ROUND 1: NUMBER PATTERNS

Complete the pattern: 2, 4, 6, 8, _____

- A) 9 B) 10 C) 12 D) 14

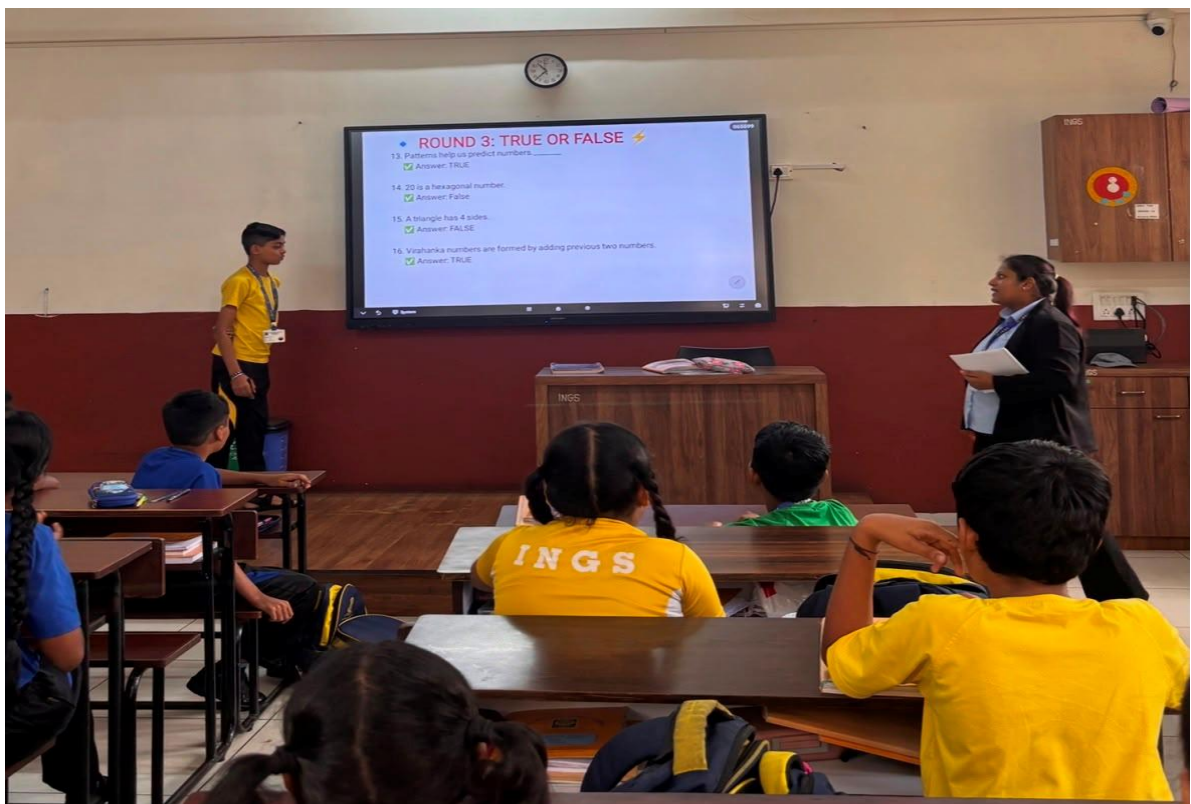
✓ Answer: B) 10

2. Find the missing number: 3, 6, 9, __, 15

- A) 10 B) 11 C) 12 D) 13

✓ Answer: C) 12







The Bassein Education Society's
ISAAC NEWTON GLOBAL SCHOOL (CBSE Affiliation No. 1131196)



Venue – Grade VII classrooms.

Date – 2nd June to 10th June, 26.

Math Club Committee:

Ms. Pritika, Ms. Venisa, Ms. Sharon, Ms. Archana, Ms. Swetlana

Title: Math Club Activity Report: Angle Detective – Math Quiz
(Conducted by the Math Club)

Introduction:

This report presents the details of the Math Club Activity – "Angle Detective", conducted for students of Grade 7 at Isaac Newton Global School. The quiz was designed to strengthen students' understanding of angles formed by a transversal intersecting parallel lines and their properties through concept-based and problem-solving questions.

The activity aimed to reinforce concepts such as corresponding angles, alternate interior angles, alternate exterior angles, co-interior angles, vertically opposite angles, linear pairs and the properties of angles formed when a transversal intersects parallel lines. Through an engaging and competitive team-based quiz, students applied these concepts to solve angle-based problems, enhancing their logical reasoning, analytical thinking and problem-solving skills.

Activity Description:

The activity was conducted in all divisions of Grade 7. Students in each class were divided row-wise into four teams. Each team participated in a competitive quiz comprising conceptual, reasoning and application-based questions on angles formed by a transversal intersecting parallel lines. Questions requiring students to apply the properties of angles to determine unknown angle measures were also included.

Each correct answer earned 10 marks, and the scores were updated after every round. The team securing the highest total score was declared the winner of that division.

Learning Outcomes:

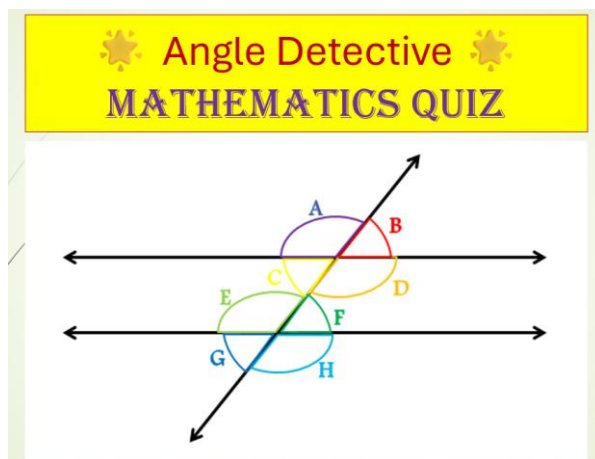
The activity enabled students to:

1. Strengthen their understanding of angles formed by a transversal intersecting parallel lines.
2. Apply angle properties to solve unknown angle problems with confidence.
3. Develop logical reasoning, analytical thinking and problem-solving abilities.
4. Enhance teamwork, communication and healthy competitive spirit.
5. Experience mathematics as an engaging and enjoyable subject through interactive learning.

Conclusion:

The "Angle Detective" Math Quiz proved to be an engaging and enriching learning experience for the students of Grade 7. The activity successfully reinforced the concepts and properties of angles formed by a transversal intersecting parallel lines while encouraging active participation, teamwork and healthy competition.

By combining conceptual questions with application-based problem-solving, the quiz helped students strengthen their mathematical reasoning and confidently apply angle properties in different situations. Overall, the activity effectively achieved its objective of making geometry enjoyable, interactive and meaningful through the initiatives of the Math Club.







Venue – Math lab

Date – 18th July to 24th July 26.

Math Club Committee:

Ms. Pritika, Ms. Swetlana, Ms. Sharon, Ms. Venisa, Ms. Archana,

Title: Math Club Activity Report: Our Quadrilateral quilt.

(With the Support of Math Club)

Introduction:

The activity “Our Quadrilateral Quilt” was conducted for Grade 8 students as a part of the learning activities based on Chapter 04: Quadrilateral. The activity was organized on different days for the three Grade 8 classes: Curie, Nobel, and Einstein.

The objective of this activity was to help students understand and apply the properties of quadrilaterals through a creative and hands-on learning experience. It aimed to make the topic more engaging while encouraging students to connect mathematical concepts with artistic expression.

Activity Description:

During the activity, each student was assigned a specific quadrilateral. Students were provided with coloured paper on which they had to:

1. Draw the assigned quadrilateral accurately.
2. Write the respective properties of the quadrilateral, such as sides, angles, diagonals, and symmetry.
3. Decorate the quadrilateral with an artistic border to enhance its visual appeal.

The activity encouraged students to observe, identify, and explain the distinguishing features of various quadrilaterals while also giving them an opportunity to showcase their creativity.

Selection and Quilt Preparation

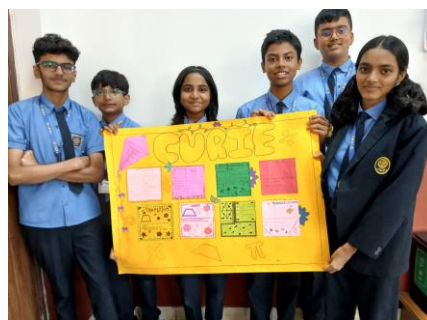
After the completion of the individual quadrilateral sheets, the Math Club students with the help of Math teachers Ms. Sharon and Ms. Swetlana reviewed the work prepared by the students of each class. The best entries were selected based on:

1. Accuracy in drawing the quadrilateral.
2. Correctness of the written properties.
3. Neatness and presentation.
4. Creativity in decoration and border design.

The selected quadrilateral sheets were then arranged and stuck together to create a quilt for each respective class - Curie, Nobel, and Einstein.

Display of the Quilt

The completed quilts of the three classes were displayed on the school notice board under the heading "Our Quadrilateral Quilt". Each class quilt was placed below the heading, creating an attractive and educational display that highlighted the students' understanding of quadrilaterals as well as their artistic efforts.



Conclusion:

The "Our Quadrilateral Quilt" activity proved to be an enriching and enjoyable learning experience for Grade 8 students. It successfully combined mathematical understanding with creativity, making the study of quadrilaterals more interactive and memorable. The display of the quilts on the notice board served as a visual reinforcement of the concepts learned in Chapter 04: Quadrilateral and encouraged students to appreciate the practical and artistic aspects of Mathematics.



The Bassein Education Society's
ISAAC NEWTON GLOBAL SCHOOL (CBSE Affiliation No. 1131196)



Venue – Math Lab

Day- 10/06/26

Date – Wednesday

Math Club Committee:

Ms. Pritika, Ms. Venisa, Ms. Archana, Ms. Sharon, Ms. Swetlana

Title: Math Club Activity Report: Design of a Square Root Spiral

Introduction:

As part of experiential learning in Mathematics, a hands-on activity on the Design of a Square Root Spiral was conducted at Isaac Newton Global School for the students of Grade 9. The activity aimed to promote mathematical understanding beyond the classroom by encouraging students to explore the concept of irrational numbers and square roots through geometric construction and peer learning. The Mathematics Club students played an active role in spreading mathematical awareness by explaining the concept and activity to students across different classes of Grade 9. Through this hands-on activity, students enhanced their accuracy in geometric construction while developing creativity, logical thinking, teamwork and experiential learning in Mathematics.

Activity Description:

- The activity was introduced and explained to the Mathematics Club students by the teacher.
- Students were guided on the concept and construction of the Square Root Spiral.

- The Mathematics Club students understood the procedure and the mathematical concepts involved in the construction.
- After gaining a clear understanding of the activity, the students visited different classes of Grade 9 and explained the concept, construction process and mathematical significance of the Square Root Spiral to their peers.
- Students demonstrated how successive right-angled triangles can be constructed to represent $\sqrt{2}$, $\sqrt{3}$, $\sqrt{4}$, $\sqrt{5}$, and so on.
- The activity encouraged students to connect the Pythagorean theorem with square roots through a visual and practical approach.
- The Mathematics Club students actively participated in the activity, showcasing their communication, teamwork, confidence and leadership skills.
- The initiative created greater interest and curiosity among students towards Mathematics and its creative applications.
- The hands-on activity encouraged practical application, creativity, precision and active learning.

Conclusion:

The Square Root Spiral activity was an enriching and engaging mathematical experience. The activity not only strengthened students' understanding of square roots and geometric concepts but also provided Mathematics Club students with an opportunity to take responsibility for explaining and sharing their learning with others.

Overall, the activity successfully promoted experiential learning, creativity, active participation while making the learning of Mathematics meaningful and enjoyable.

