



PLAY WITH NUMBERS

Part-1

Textbook of Mathematics for Class 1

For Free Distribution in All Government Schools



Rajasthan State Council of Educational
Research and Training, Udaipur



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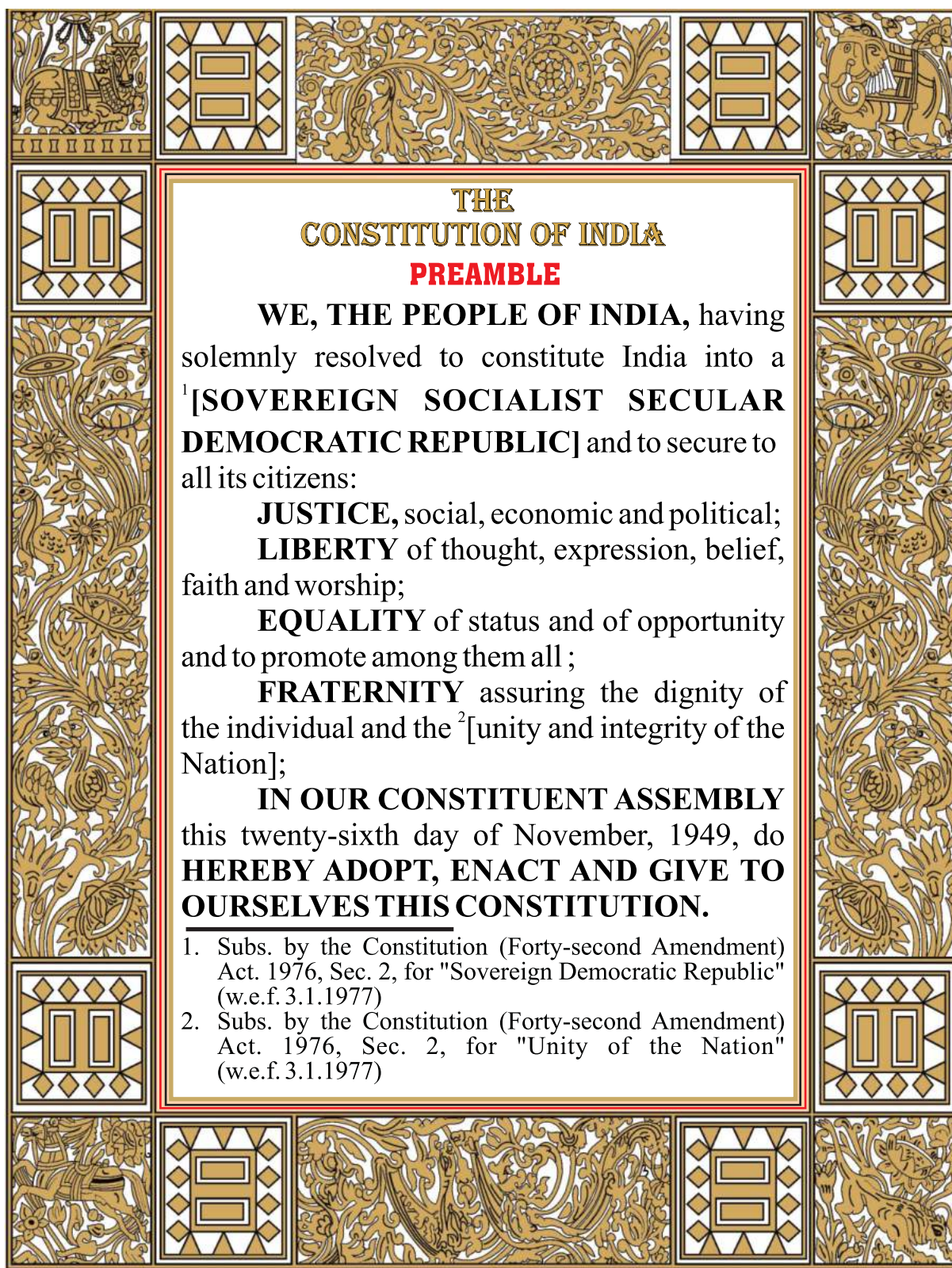
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Dr. Suraj Soni, Assistant Professor

Special Note: The material compiled in this book is influenced by several sources and we express our gratitude to all of them.



**THE
CONSTITUTION OF INDIA
PREAMBLE**

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens:

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity and to promote among them all ;

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act. 1976, Sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act. 1976, Sec. 2, for "Unity of the Nation" (w.e.f. 3.1.1977)

FOREWORD

The preliminary stage of education for children (ages 6 to 11) is the most important. It is the time when they begin to explore, understand and learn about the world around them. The National Education Policy 2020 (NEP-2020) adopts this idea and emphasizes on making education interesting, enjoyable and experiential. This education policy recommends comprehensive reforms and the adoption of innovative approaches in the Indian Education System. The basic objective of this policy is to empower students with creativity, logical reasoning and practical skills to face the challenges of the 21st century. Under this, special emphasis has been laid on making education more inclusive, holistic and skill-based.

Keeping these objectives in mind, the Rajasthan State Council of Educational Research and Training, Udaipur, has developed textbooks for primary classes. To ensure the all-round and holistic development of children, these textbooks integrate Indian knowledge traditions, 21st-century skills, social-emotional skills, arts and physical education. These textbooks not only encourage logical thinking, clear conceptual understanding, and creativity, but also strengthens the tendencies of inclusion, cultural unity and harmony.

The textbooks include effective, interesting and creative activities appropriate to the class level, along with interesting stories, poems and content from other genres, so that children can learn in an easy and enjoyable manner. There are also Suggestions for teachers at various places so that they can help children learn more effectively.

In this important journey of textbook development, the contribution of selected teachers from the State, experts at the State and National Levels and Voluntary Organizations has been significant. Without their cooperation, suggestions and impartial perspective, it would not have been possible to carry out this work effectively. We express our heartfelt gratitude to all stakeholders for their unprecedented contribution. Special thanks to all the esteemed Members of the Curriculum Review Committee, whose invaluable suggestions have guided the enhancement of this textbook.

The newly developed textbook is expected to make the learning-teaching process in the classroom smooth, enjoyable and excellent, and this will only be possible with the active cooperation of teachers. The role of teachers is not only limited to impart knowledge; they are also guides who inspire students to learn actively, they should adopt child-centered teaching methodology, while using this textbook allowing students to learn according to their interests and abilities. Additionally, they should pay special attention to promoting 21st-century skills, encouraging social-emotional development and effectively incorporating the values of Indian knowledge traditions into classroom teaching.

This book is in your hands. Millions of children in the state are eagerly looking upto you for learning. With our combined efforts, we are confident that they will certainly achieve their learning goals. Your thoughts and suggestions for improving the quality of the book (To enhance children's learning capacity) are always welcome.

Director

Rajasthan State Council of Educational Research
and Training, Udaipur

Text Book Development Committee

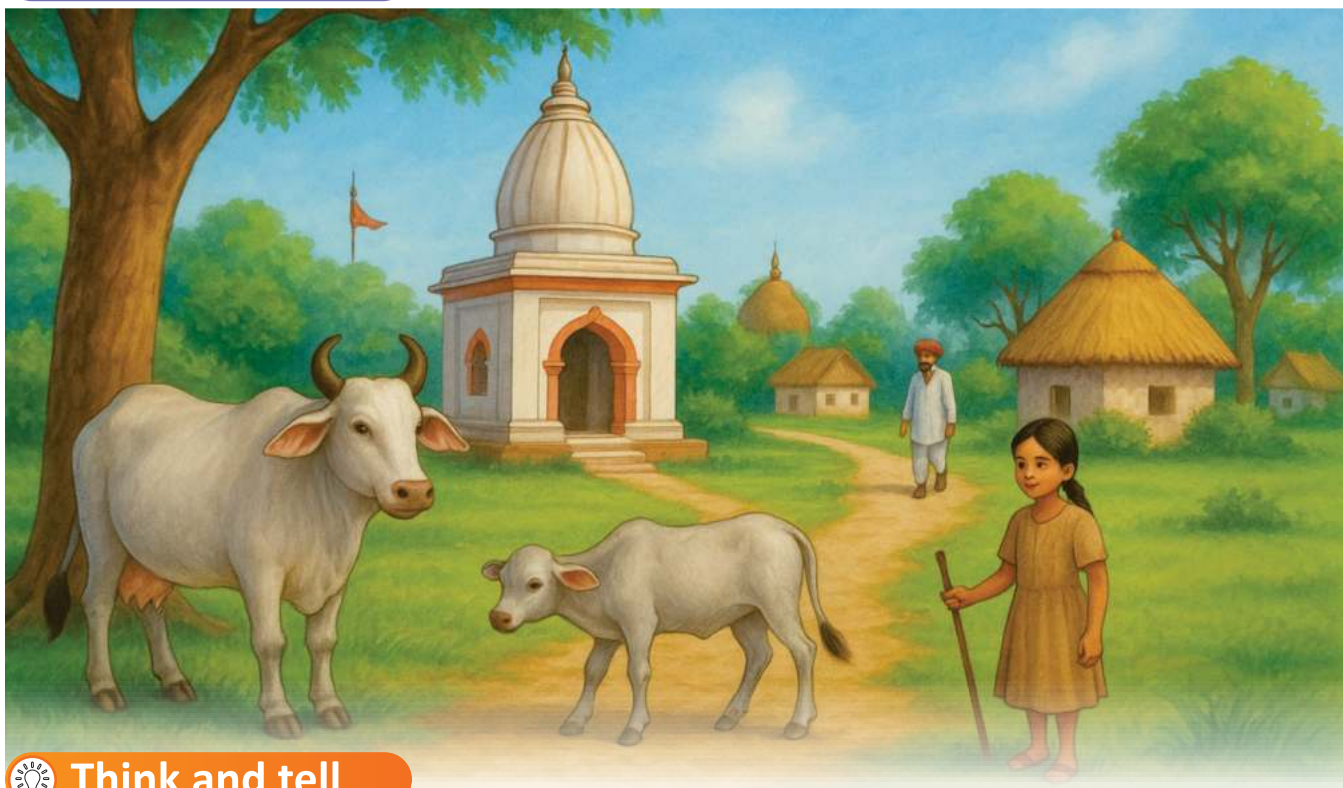
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Let's Talk



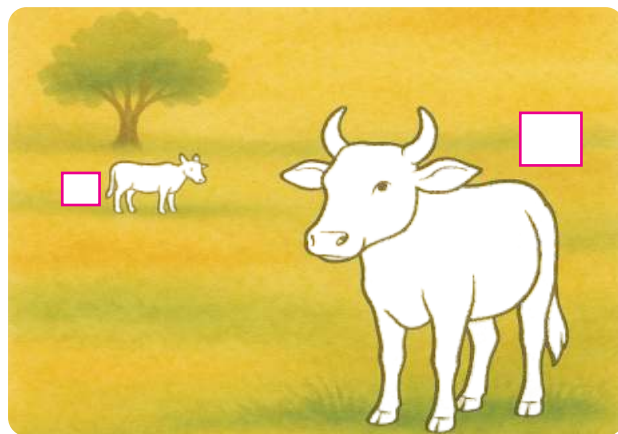
Think and tell

1. Who is nearest to the cow?
2. Who is farthest from the cow?



Let's Do

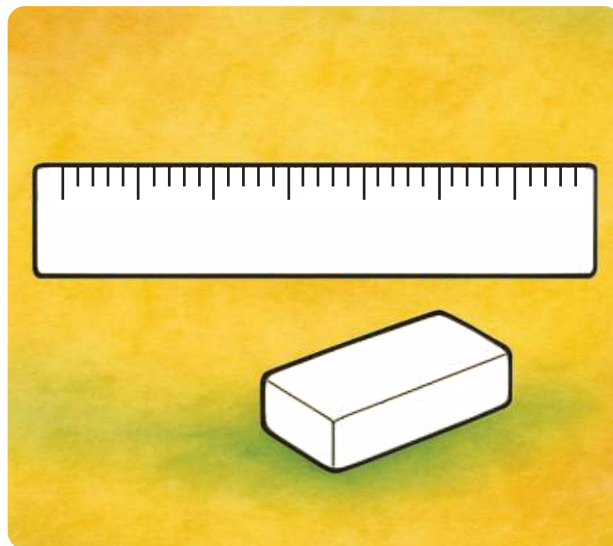
Tick mark (✓) the object far from the tree and circle (○) the object which is near to the tree.



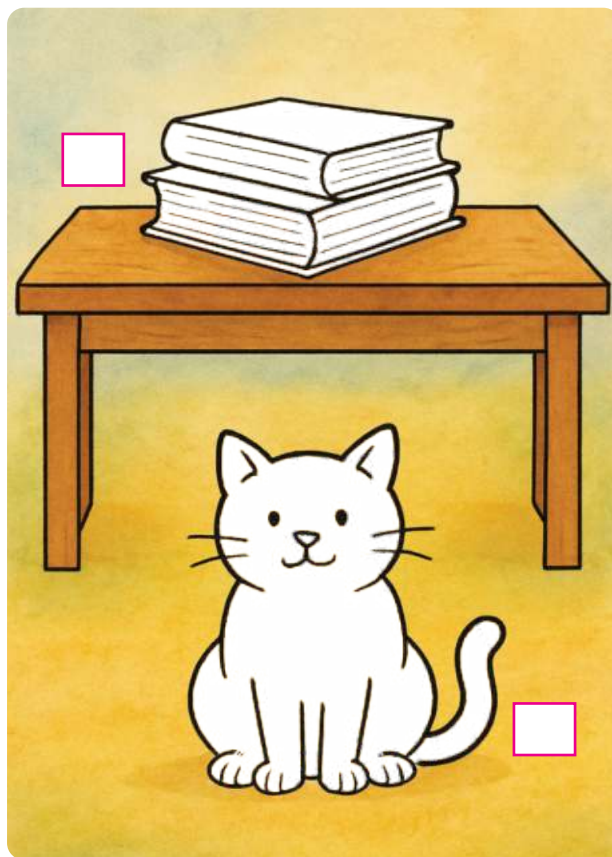
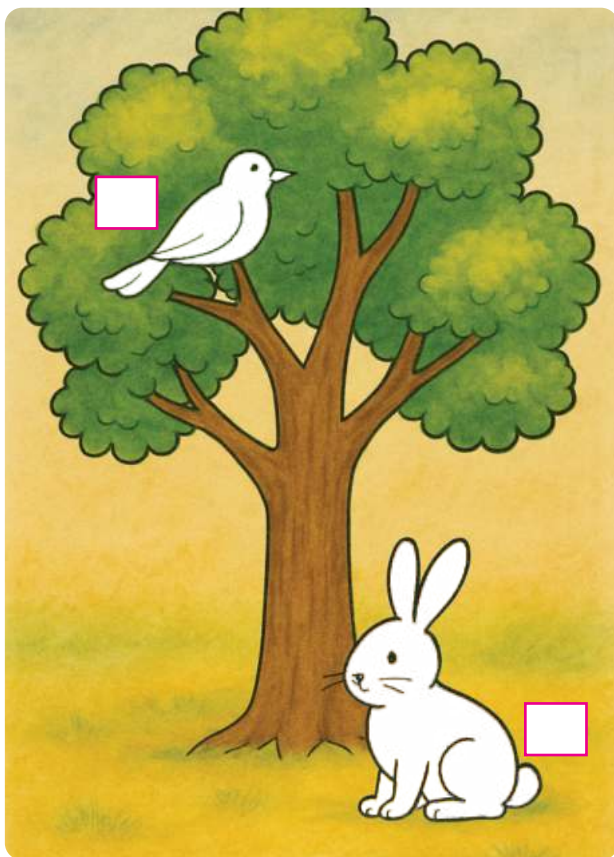
Instruction for Teacher: Discuss about the concept of near and far.

 Colour it

Colour the smaller object in the given picture.



In the given picture tick mark (✓) the object which is above and circle (○) the object which is below -



Instruction for Teacher: Discuss about the concepts of big-small and above-below.



Colour it



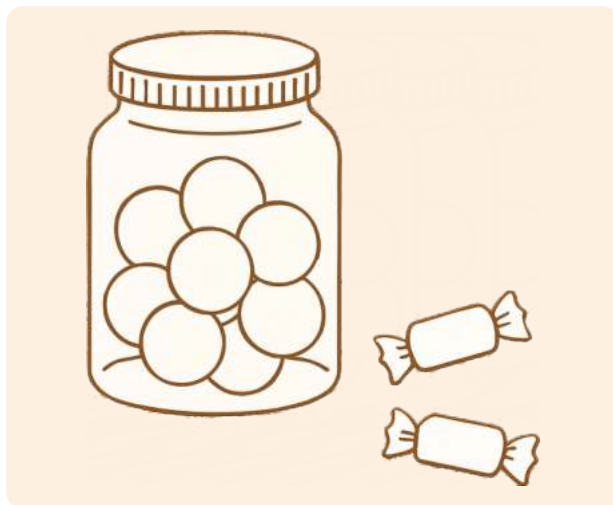
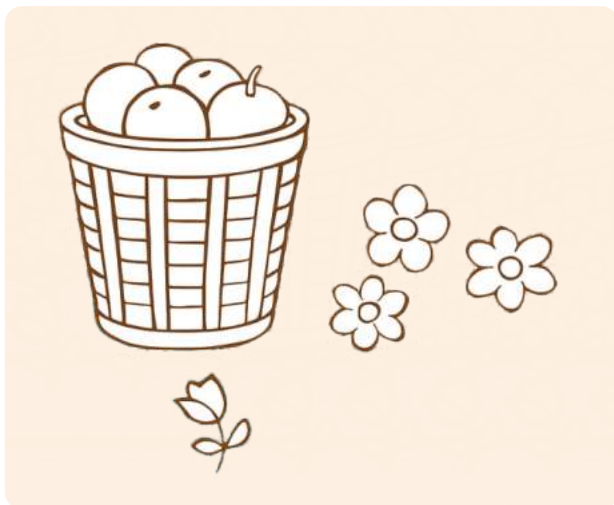
1. Fill the kite flying highest with red colour.
2. Fill the kite flying lowest with yellow colour.
3. Fill the kite flying closest to the flock of birds with blue colour.
4. Fill the kite flying farthest to the flock of birds with green colour.



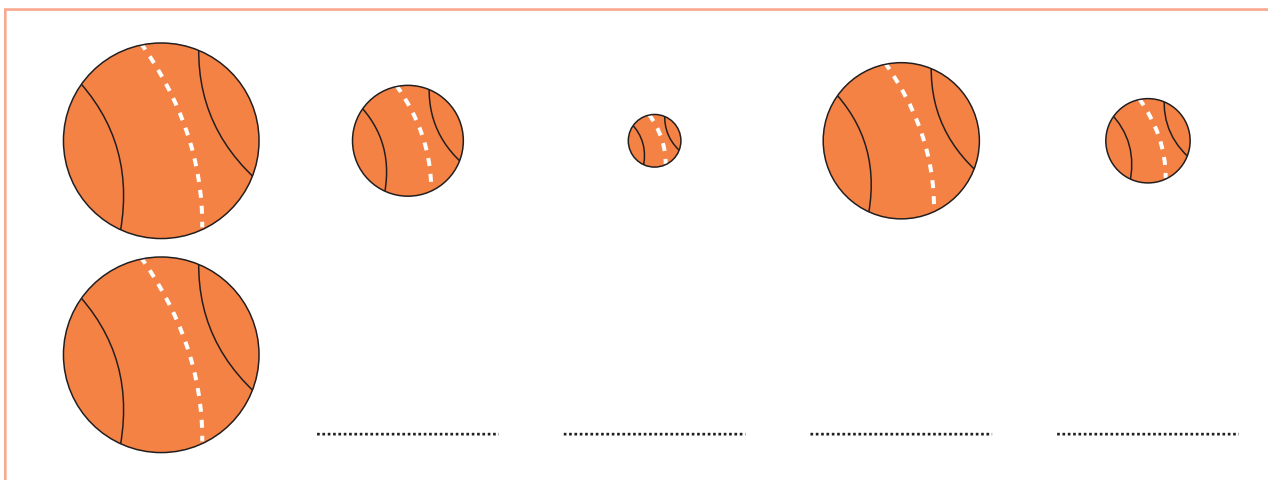
Colour it

Inside-Outside

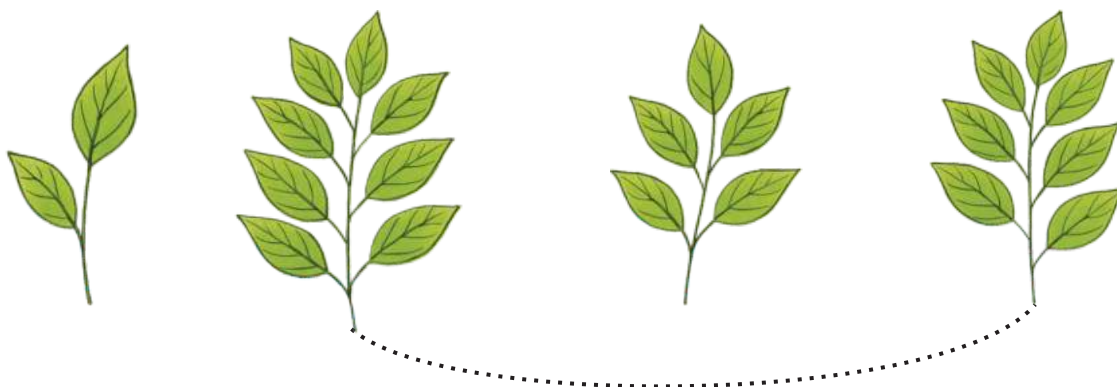
In the pictures, fill red colour in the objects which are inside and green that are kept outside.



Arrange in order from largest to smallest.

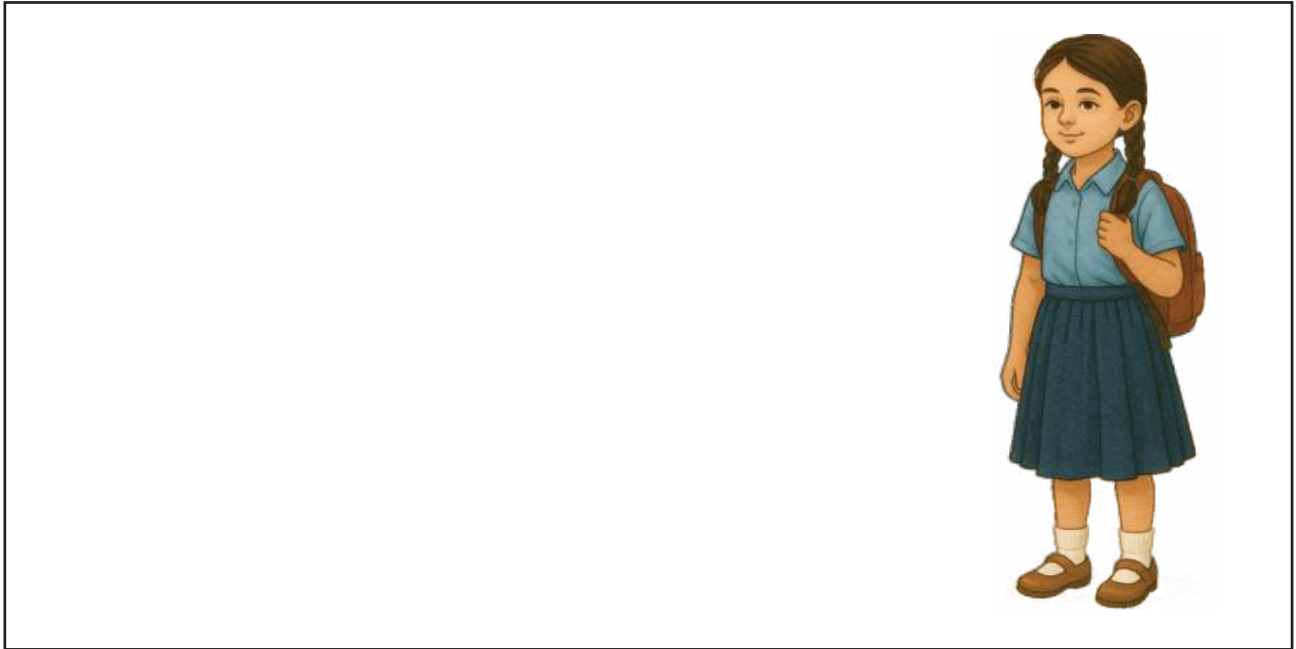


Join by drawing a line in order from highest to lowest.

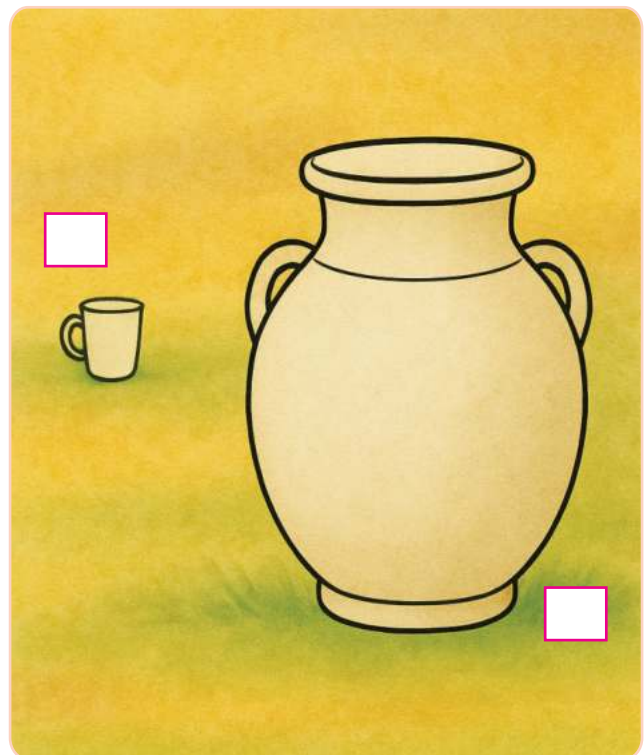
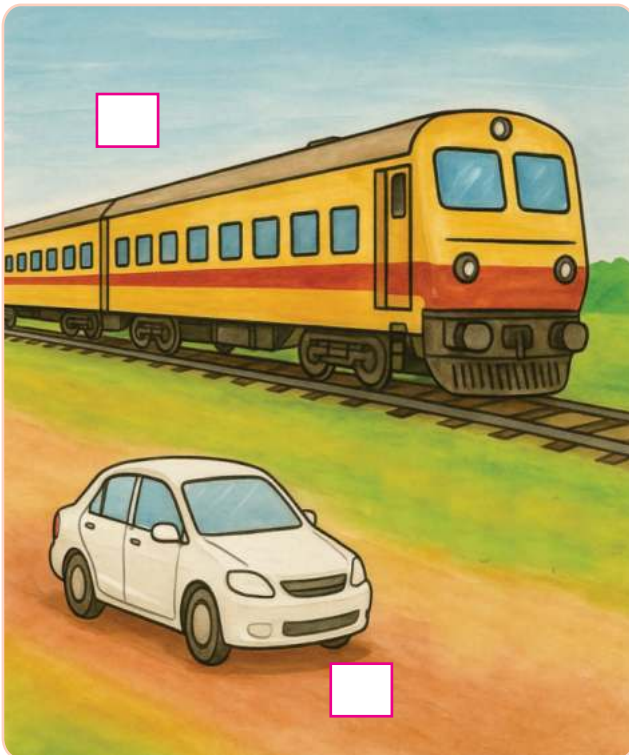


 Let's Do

Draw a banana near Shagun and a mango far away from her and colour them.



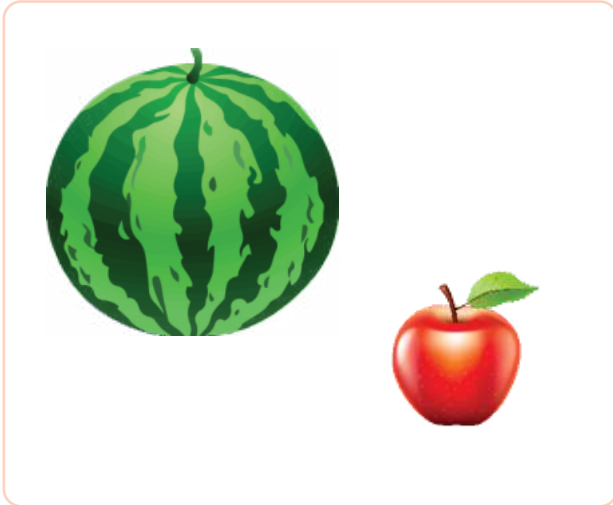
Tick mark (✓) the big picture and circle (○) the small one.





Let's Do

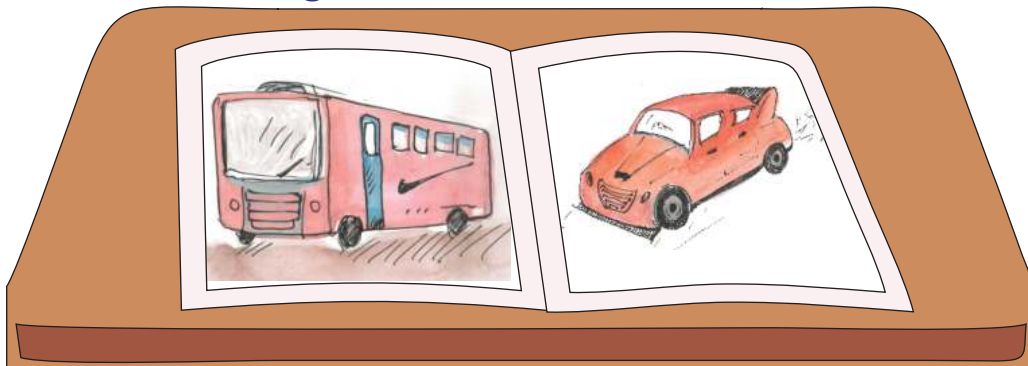
Paste a piece of newspaper on the bigger picture and any coloured paper on the smaller picture.



Subject cut pictures from the newspaper and pasted them in his notebook in this way -

Big vehicle

Small vehicle



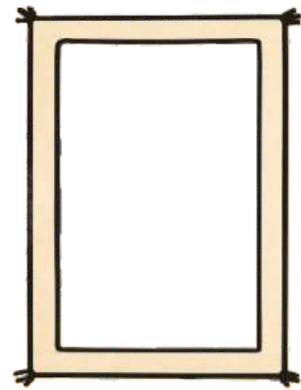
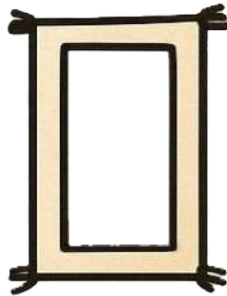
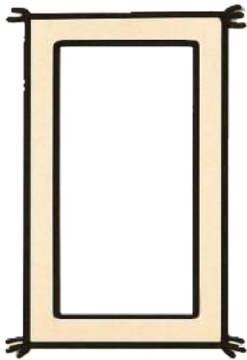
You also cut such pictures from newspaper at home and paste here.





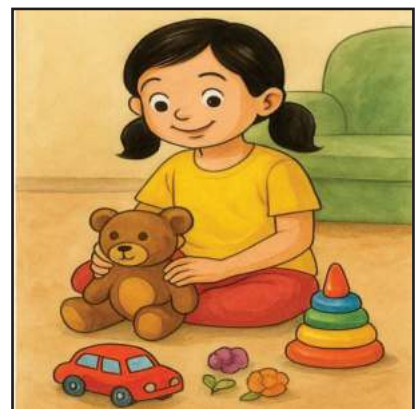
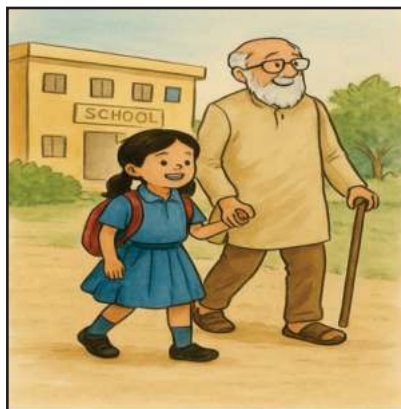
Colour it

Fill the smallest mat with red colour and the biggest mat with yellow colour -



Think and tell

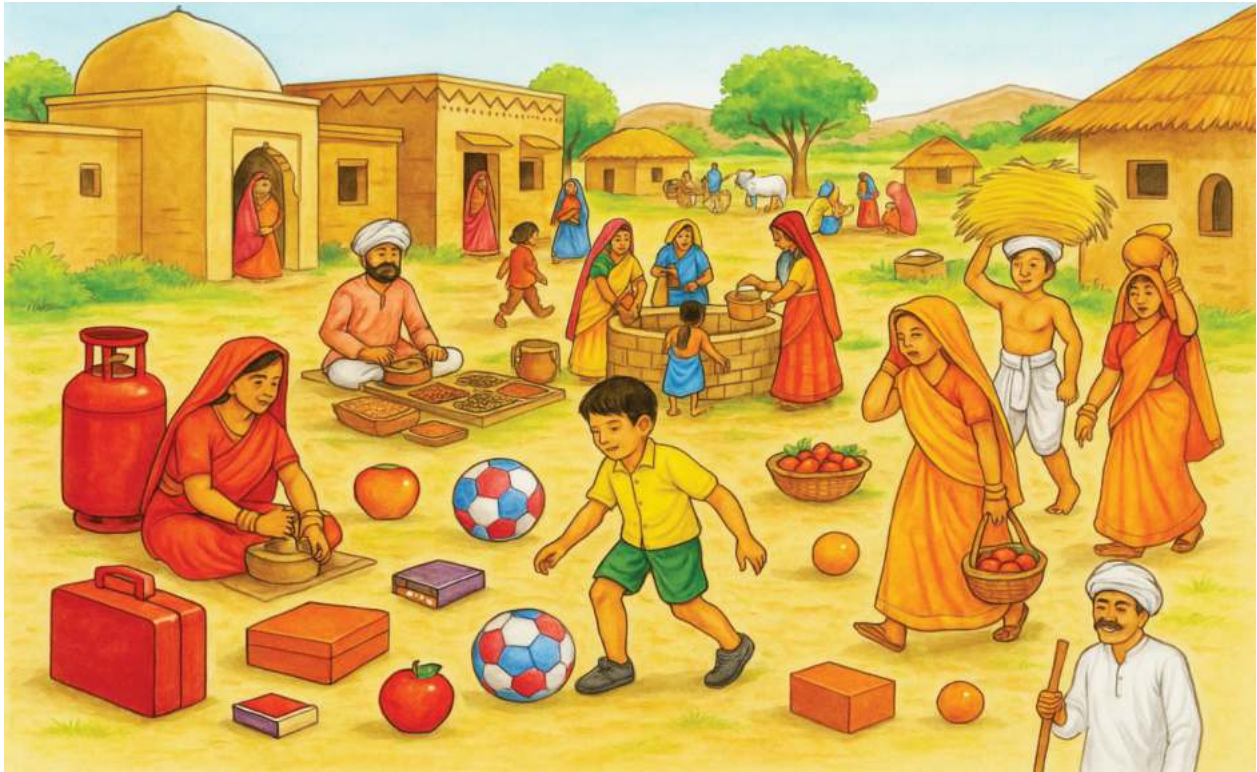
Match the given pictures by drawing lines according to the daily routine -



Instruction for Teacher: First discuss each event with children and their sequence.



Let's Talk



Think and tell

1. What will roll?

2. What will slide?



Let's Do

The ball rolls and the box slides.

Will the glass roll or slide?



Oh! the glass rolled and slid too.

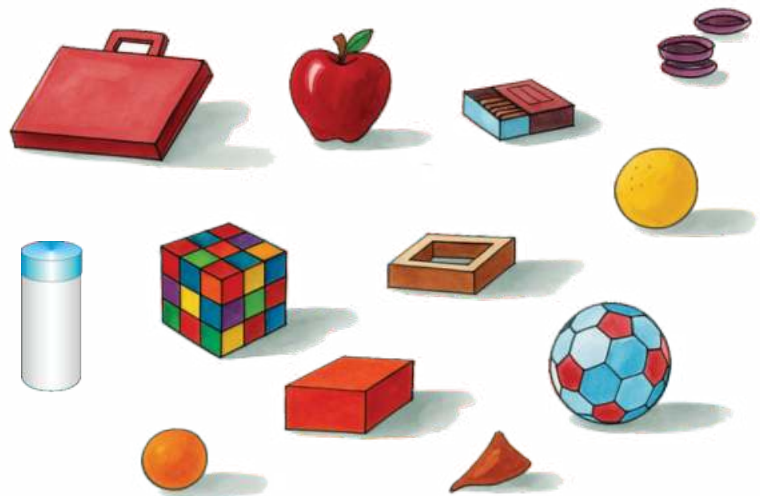


Instruction for teacher: Discuss the concept of rolling and sliding with the children.



Let's Do

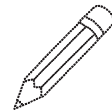
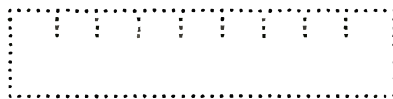
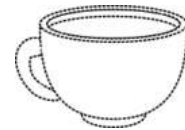
Tell what will roll and what will slides -



Color it

Complete the picture by joining the dots.

Fill the biggest object with red and the smallest object with yellow colour -



Draw one object bigger than and one object smaller than the flute.



.....

.....

Draw one object bigger than and one object smaller than the balloon.



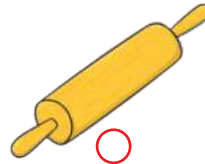
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.....



Let's Do

Put a tick mark (✓) on the object that roll -



Put a tick mark (✓) on the objects that slide -

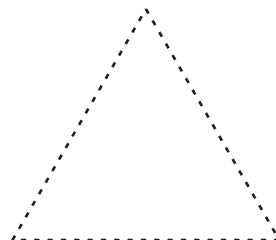
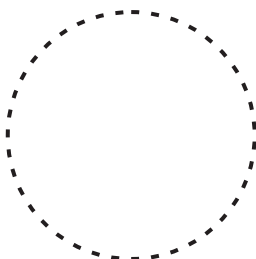


Match the objects that look similar.



Colour it

Join the dots to complete the shape and colour it -

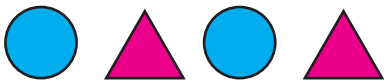




Let's Talk



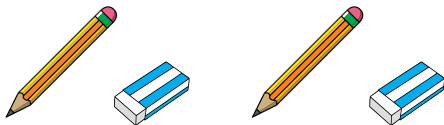
Identify the **pattern** and continue it -



.....

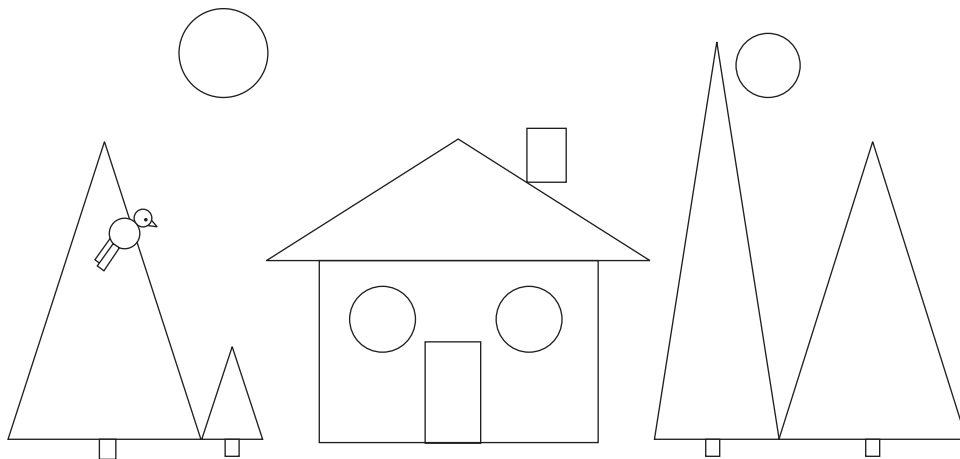


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.....

Fill the circle (●) with yellow, triangle (▲) with red and square (■) with green colour -

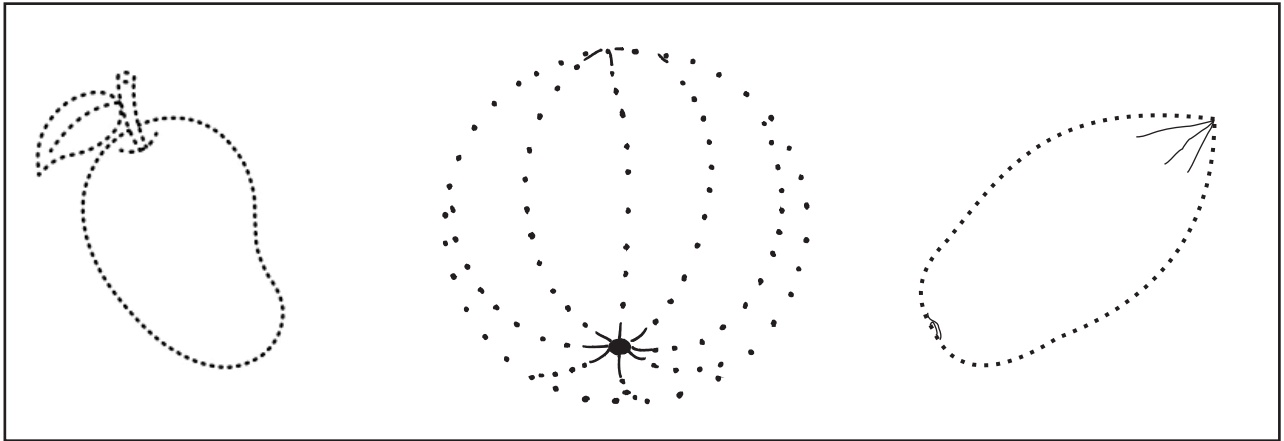


Instruction for Teacher: Collect different objects and arrange them in order to help children understand patterns.



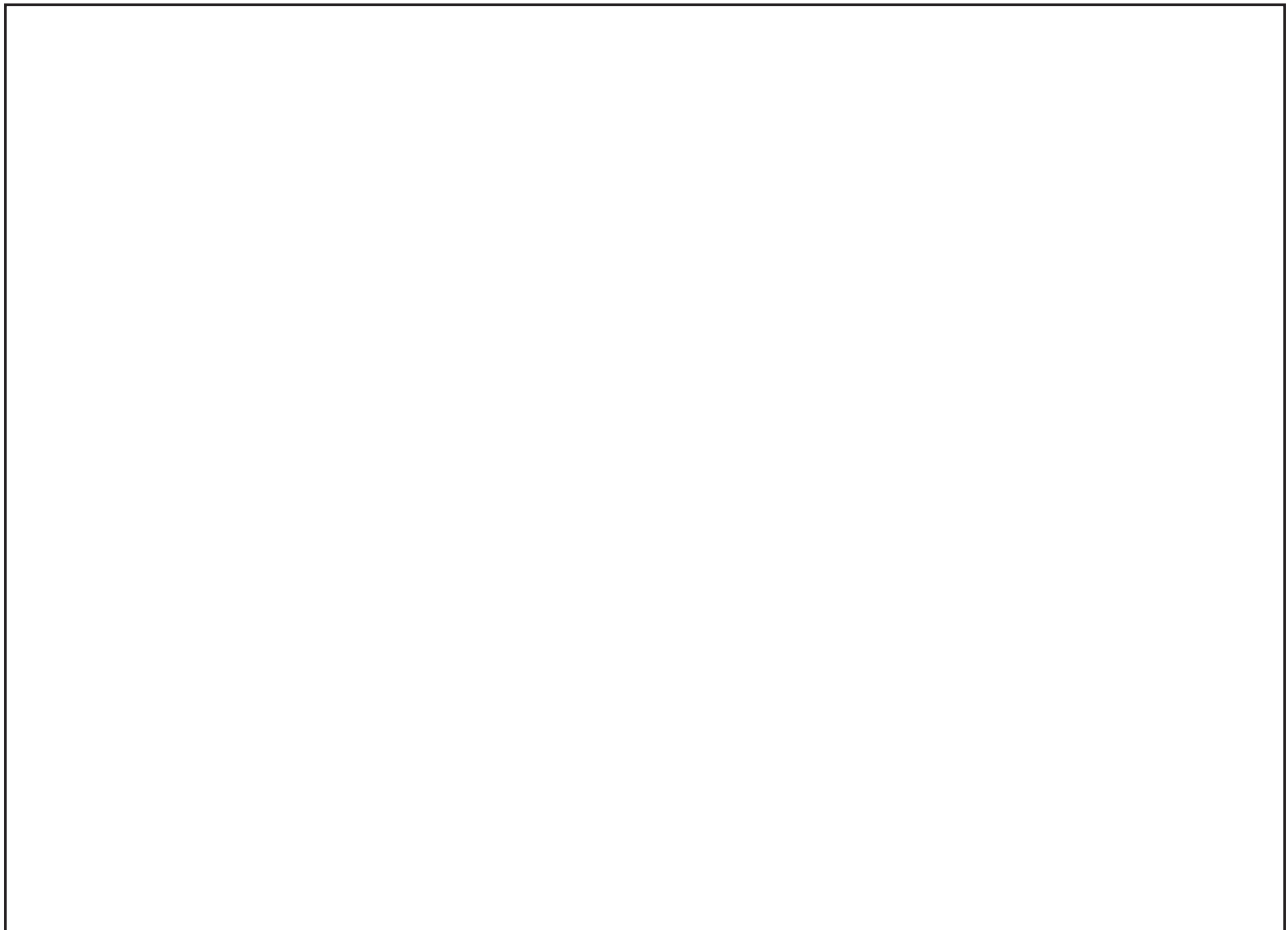
Colour it

Join the dots the complete the picture and **colour** it -



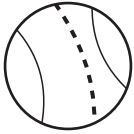
Draw pictures of **fruits** -

Draw pictures of your favourite fruits in sequence from small to big and colour them -

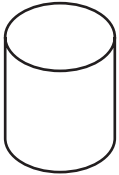


 Let's Do

Draw the same -



.....

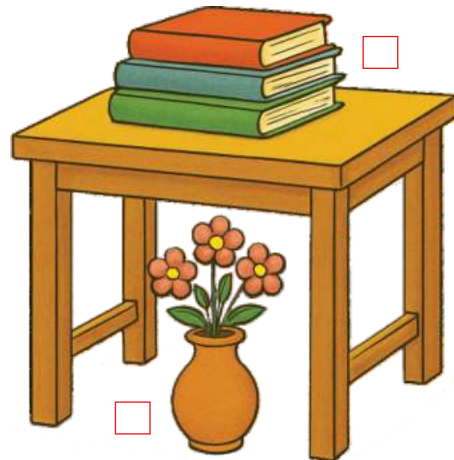
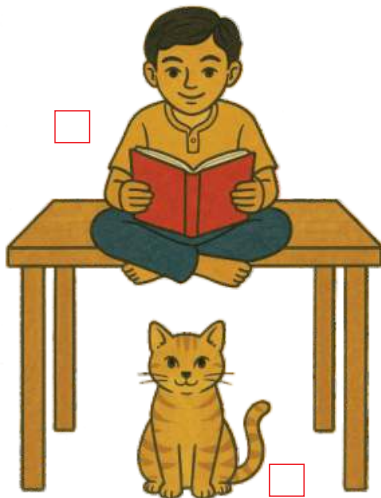


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.....

Circle (○) the objects that are on the table and tick mark (✓) the objects that are under the table.



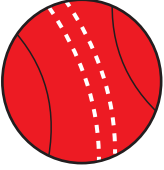
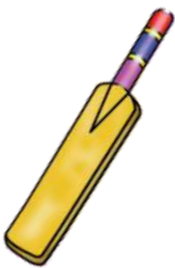
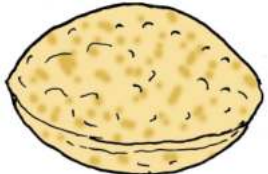
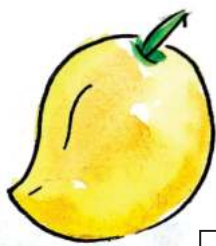
How do we grow up? Explain the order by marking with arrow.





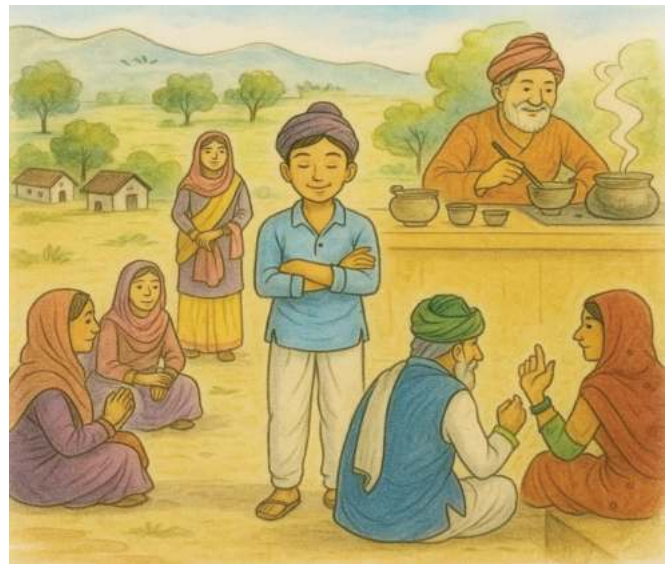
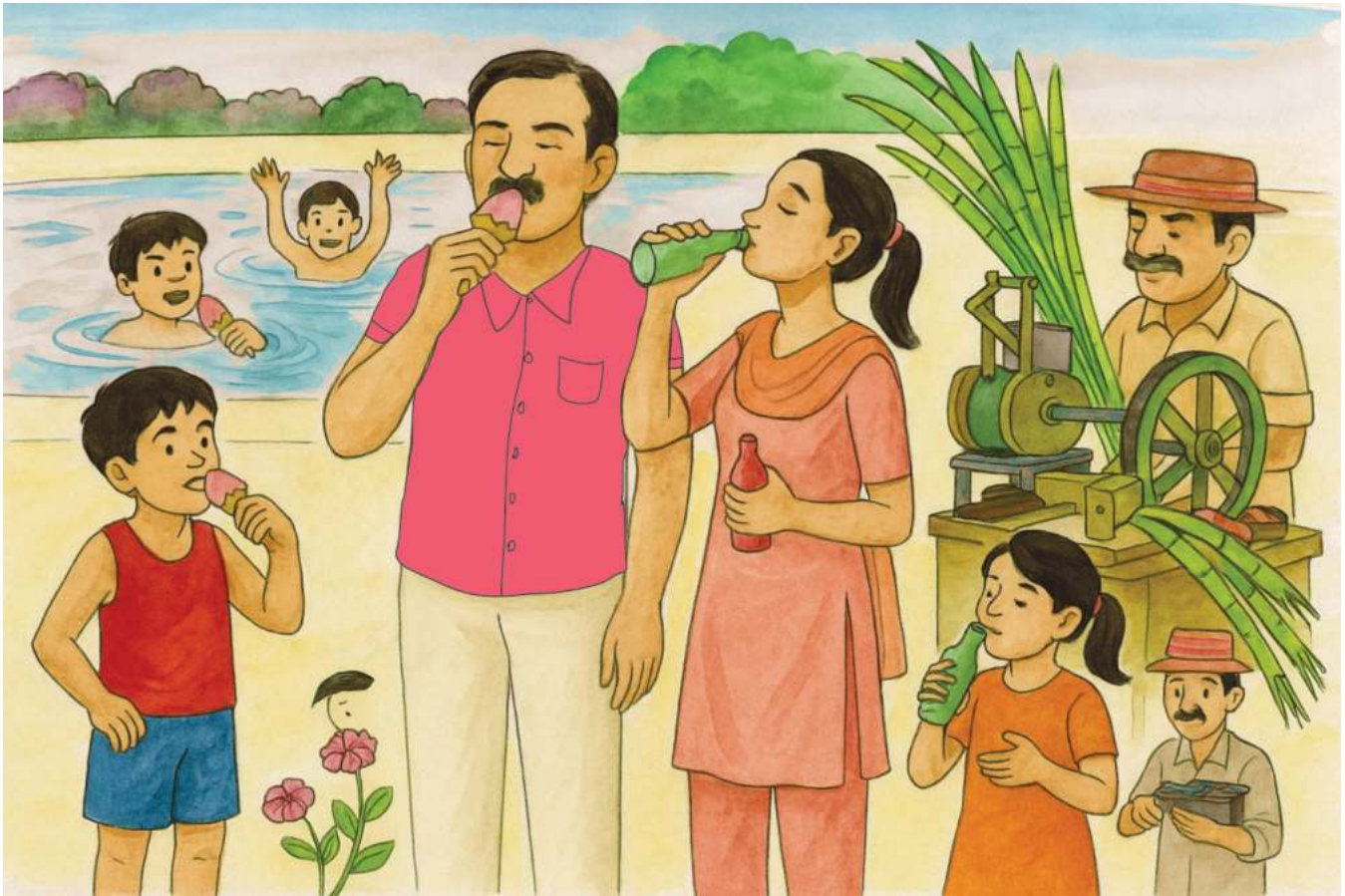
Let's Do

Look at the pictures given below and tick (✓) the objects that roll and put a star sign (★) for the objects that slide -

 ☒	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐

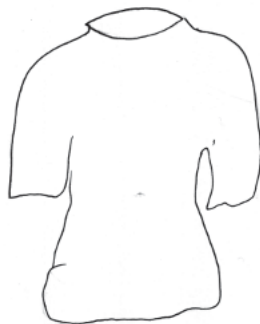


Let's Talk



Instruction for Teacher: Discuss with children about food and clothing according to the season.

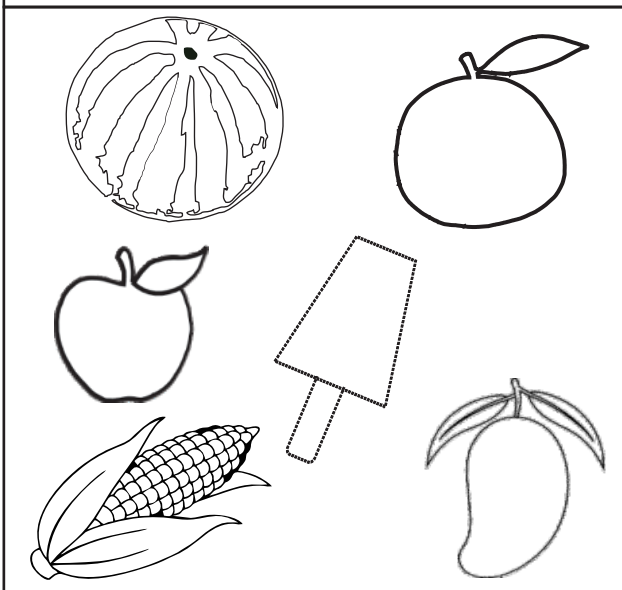
Colour the **summer** related items **with blue**, the **winter** related items **with brown** and the **rainy** season related items with **green** colour



What do we eat in which season?

Which **sweet** has what shape ?

Fill yellow colour for items eaten in summer, red colour for items eaten in winter and green colour for items eaten in rainy season.



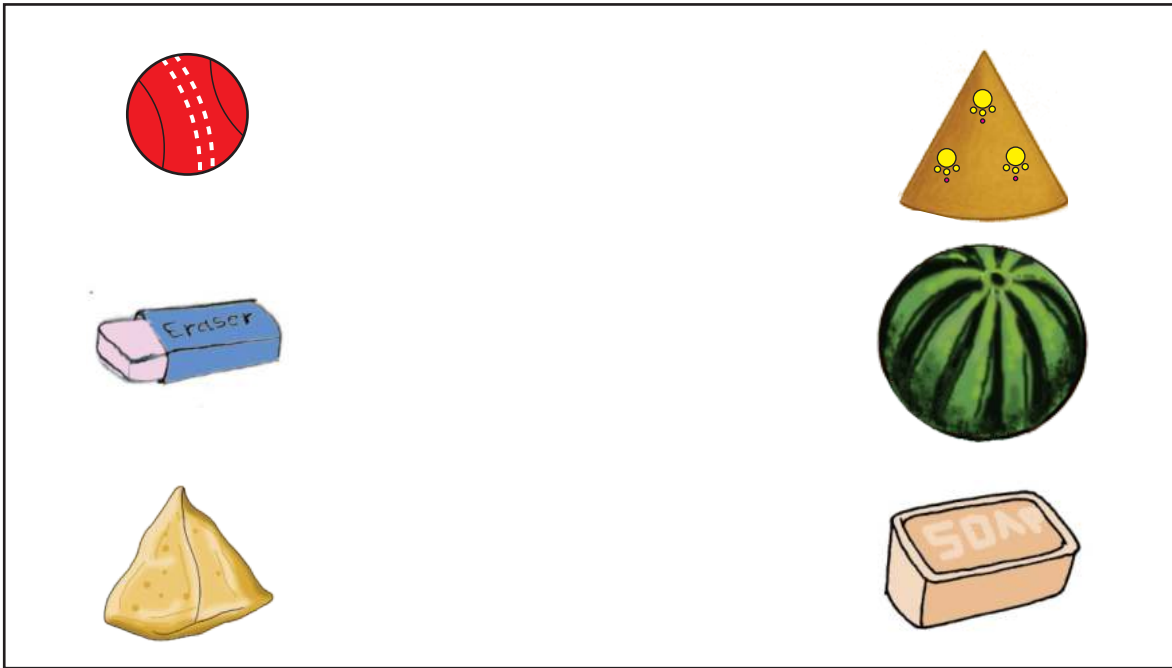
Draw a circle (○) on round shaped sweets and a square (□) on the square shaped sweets.





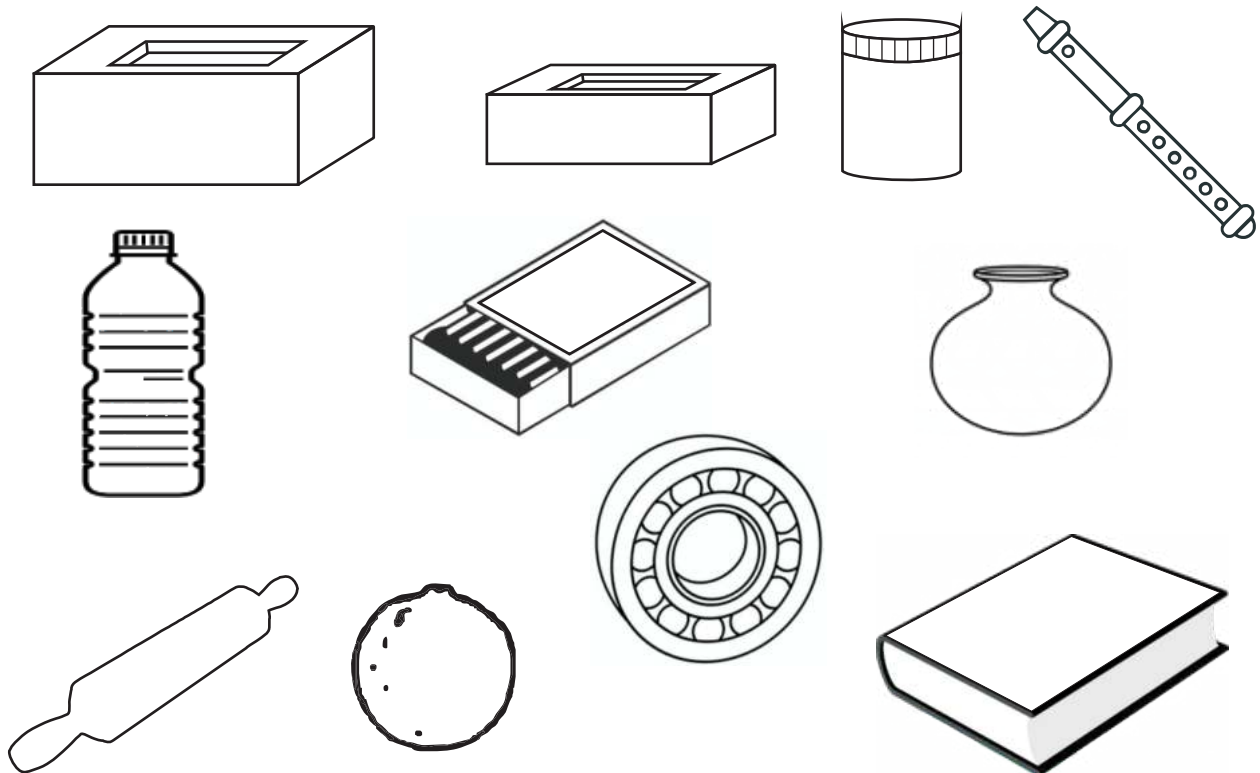
Let's Do

Match the **square**, **triangular** and **round** shapes by looking at the surface of the objects -



Colour it

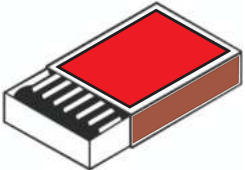
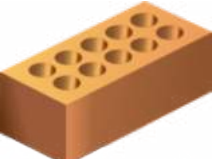
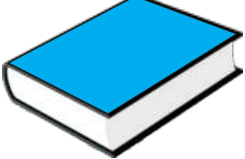
Fill same colour in the objects with same shapes -





Let's Do

Put tick (✓) in the correct column next to the picture -

Objects	Will Roll	Will Slide	Will roll and slide
		✓	
			
			
			
			
			
			
			



Let's Do

Draw pictures of the objects seen at home-

That rolls -

That slides -

That rolls and slides both -

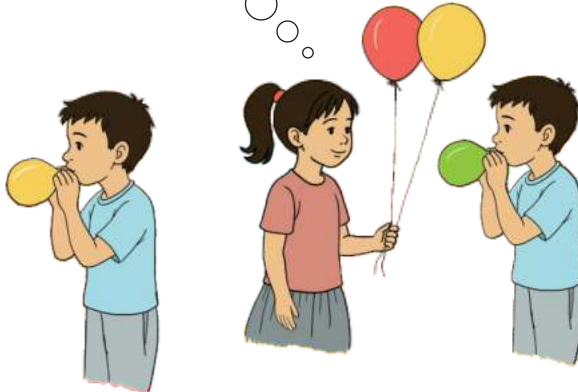


Let's Talk

I inflated
a balloon.



There are
two balloons
now.



There are
three balloons
now.



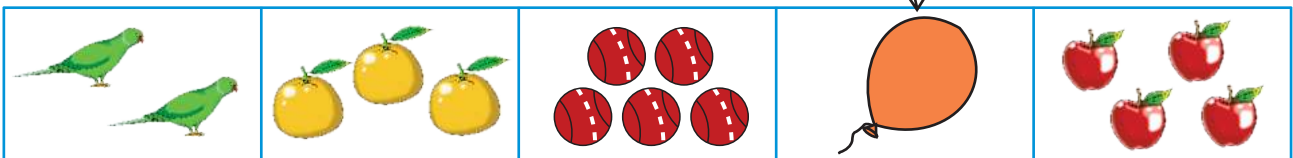
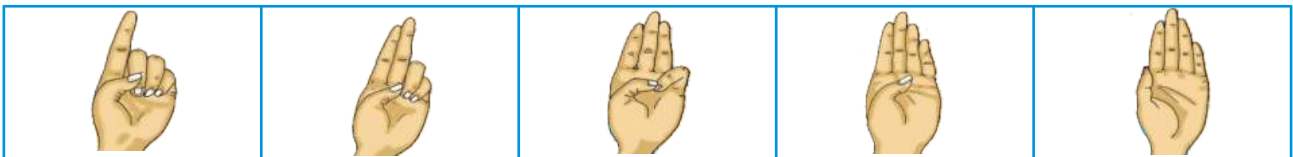
There are
four balloons
now.



Oh wow!
There are five
balloons now.



Count on fingers and **match** -

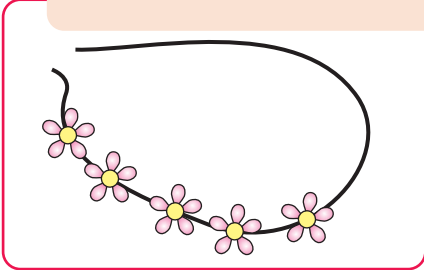


Instruction for Teacher: Make children practice counting using solid object.

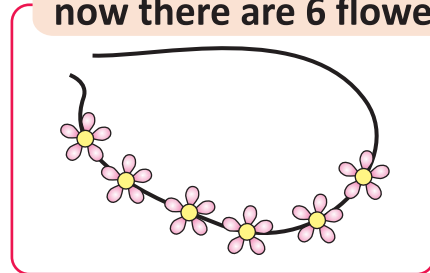
 Let's Do

Ronak's sister made a garland of **flowers** for decoration-

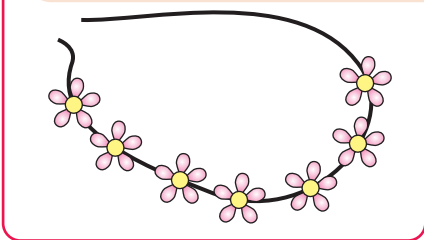
It has 5 flowers.



She added one more flower;
now there are 6 flowers.



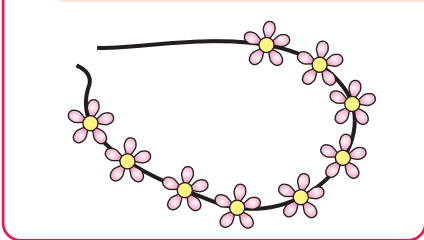
Now she added one more
flower; there are 7 flowers now.



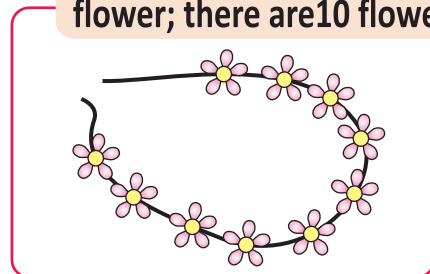
Now she added one more
flower; there are 8 flowers now.



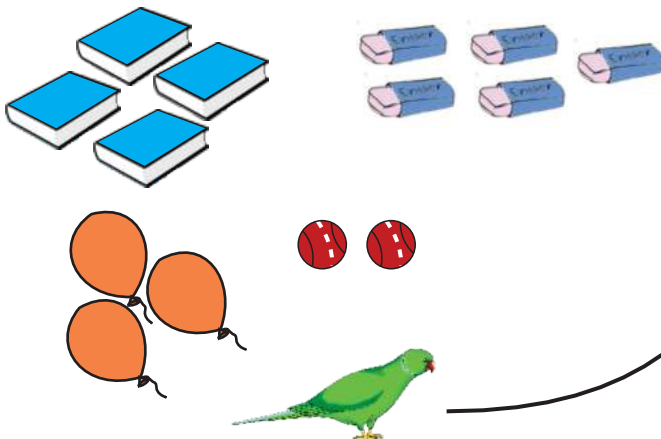
Now she added one more
flower; there are 9 flowers now.



Now she added one more
flower; there are 10 flowers now.



Count and match -

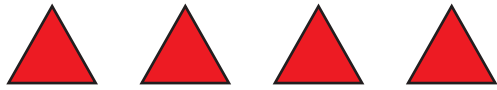


- 1 ●
- 2 ●●
- 3 ●●●
- 4 ●●●●
- 5 ●●●●●



Let's Do

Count and mark (😊) on the one that is **more** -



(😊)



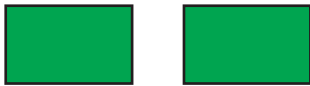
()



()



()



()



()



()



()

Identify the **number** and **draw** the same number of **pebbles** in front of it-

	1	
	2	
	3	
	4	
	5	

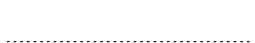
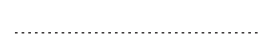


Let's Do

First move your finger over the dotted numbers on the dot sheet, then join the dots with pencil -

Fill in the blanks by counting from 1 to 5 using pebbles -

	1	One	One
	2	Two	Two
	3	Three	Three
		Four	Four
	5	Five	Five

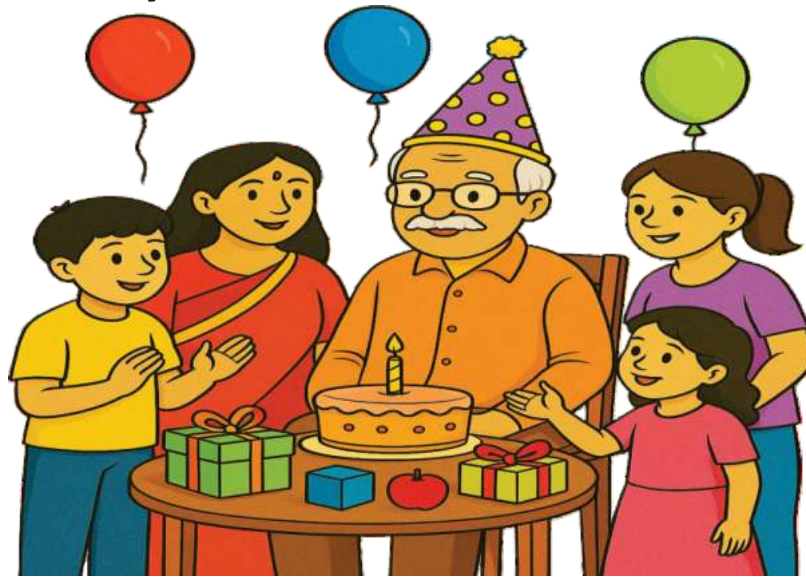


Instruction for Teacher: Encourage children for writing numbers from one to five.



Let's Talk

Grandpa's Birthday



- How many members are there in grand father's family?
- Tick (✓) the tallest member of the family.
- Circle (○) the shortest member of the family.
- How many students in your class are taller than you?



Let's Do

Look at the picture given **above** and write the number of the given objects-



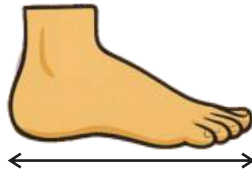
Tell - How many **fingers** are there ?

Closed fingers	3			
Open fingers	2			

Let's Do



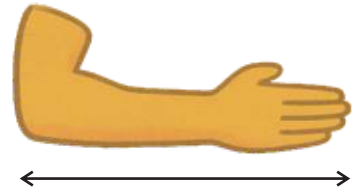
Palm span



Foot



Finger



Hand

Measure and tell which **window** is **bigger** -



Measure and write -



- How many palm span is your notebook? palm span
- How many fingers bigger is the Hindi book than your exercise book?
..... fingers
- How many palm span is the table? palm span
- How many palm span is your bag? palm span



Instruction for Teacher: Practice measuring different object using palms and finger.



Let's Do

You also Draw -

- Draw a flower one palm span away from the leaf.
- Draw a pencil three fingers away from the leaf.

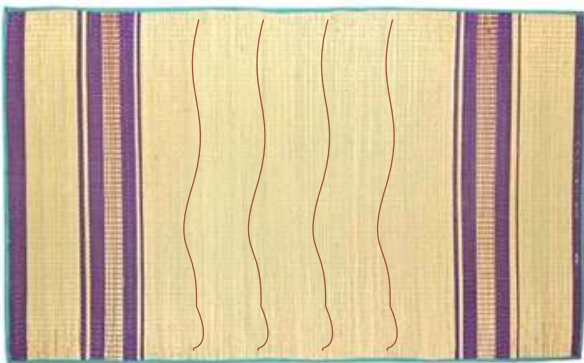


Look and Tell -

Which object occupies more space and which object occupies less space?



Tick mark (✓) the mat that occupies **more** space.

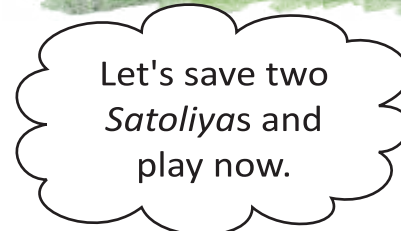
☐☐

Look at the numbers and draw the same number of balls (●)-

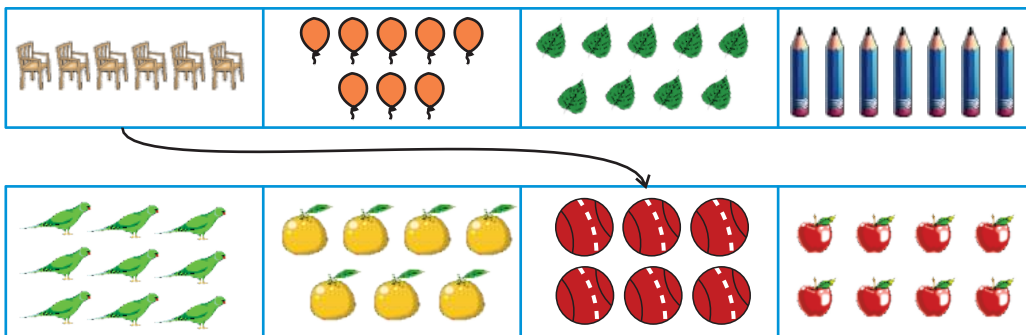
4	
5	
2	



Let's Play



Count and match -

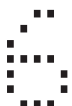
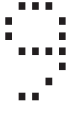
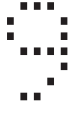
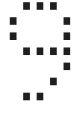


Instruction for Teacher: Encourage the children to learn counting by using solid objects.



Let's Do

Move your finger over the dotted numbers on the dot sheet, then join the dots with pencil -

Fill in the blanks by counting from 6 to 9 using pebbles -

	.....	Six	Six
.....	.....	Seven	Seven
.....	8	Eight	Eight
	.....	Nine	Nine



Let's Do

Front-Behind

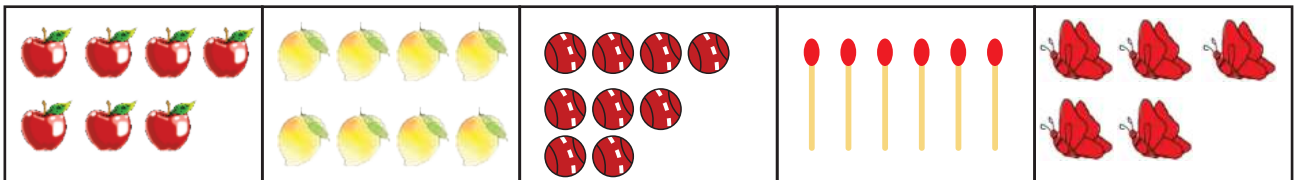
Match the front part of the given pictures with its back -



Join the numbers in **order** and colour it -



Match the following -

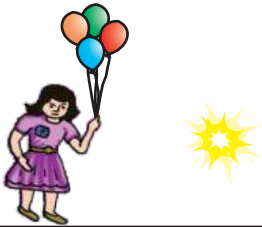
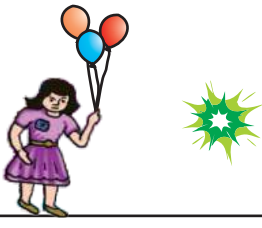
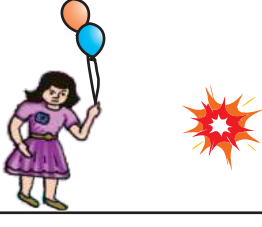
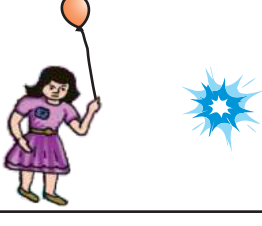


9	7	8	5	6
---	---	---	---	---



Let's Do

Bursting Balloons -

Bursting Balloons	Number of Balloons
	5
	
	
	
	
	

First move finger over the dots and then move the pencil -





Let's Do

Count and circle (○) the correct number-

1.



4

2

3

2.



6

3

5

3.



7

4

6

4.



8

7

4

5.



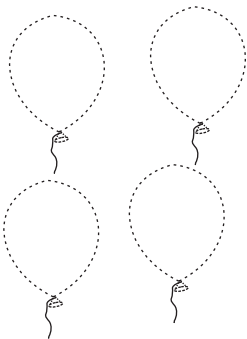
9

5

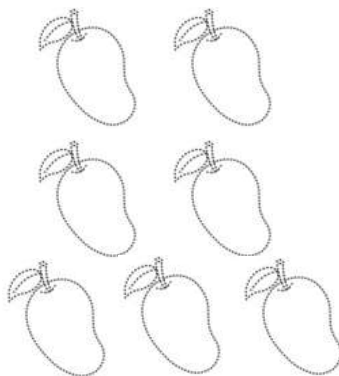
8



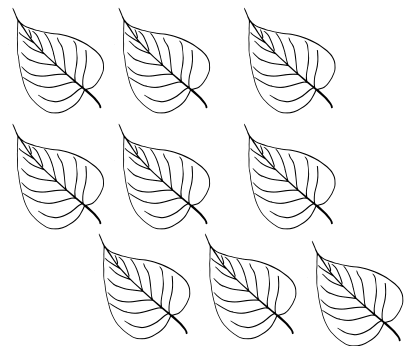
Colour it



In 2 balloons



In 5 mangoes



In 8 leaves

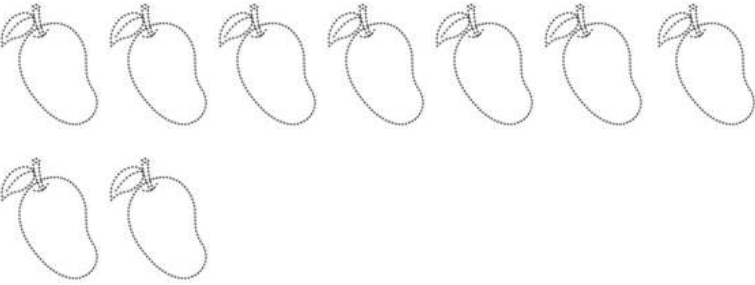


Let's Do

Draw as many **lines** as there are **pencils** -

Fill in **colour** and **Count** and write the numbers -

Write the **missing numbers** -

1	.....	3	.....	5
.....	7	.....	9	10



Let's Do

Look at the number and circle (○) that many pictures -



3



1



4



5



6



7



8



9



We Learnt and Understood – 1



1. Tick (✓) the objects that roll and circle (○) the objects that slide-

☐☐☐☐

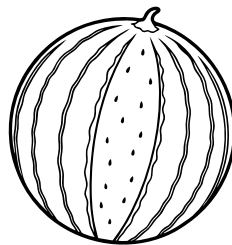
2. Draw 2 pictures each of objects that roll and slide -

Sliding object

Rolling object

3. Let's colour -

- Colour the smallest object with red.
- Colour the biggest object with yellow.



4. Draw pictures of the biggest and the smallest object available in your bag -

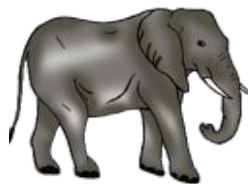
5. Count and colour 5 objects -



6. Tick (✓) the object which is on the tree and circle (○) the objects under it -



7. Circle (○) the object which occupies more space -



8. Count and colour 9 objects in each -





Let's Talk



Look at the picture and write the number -



.....



.....



.....



.....

Group of Ten -

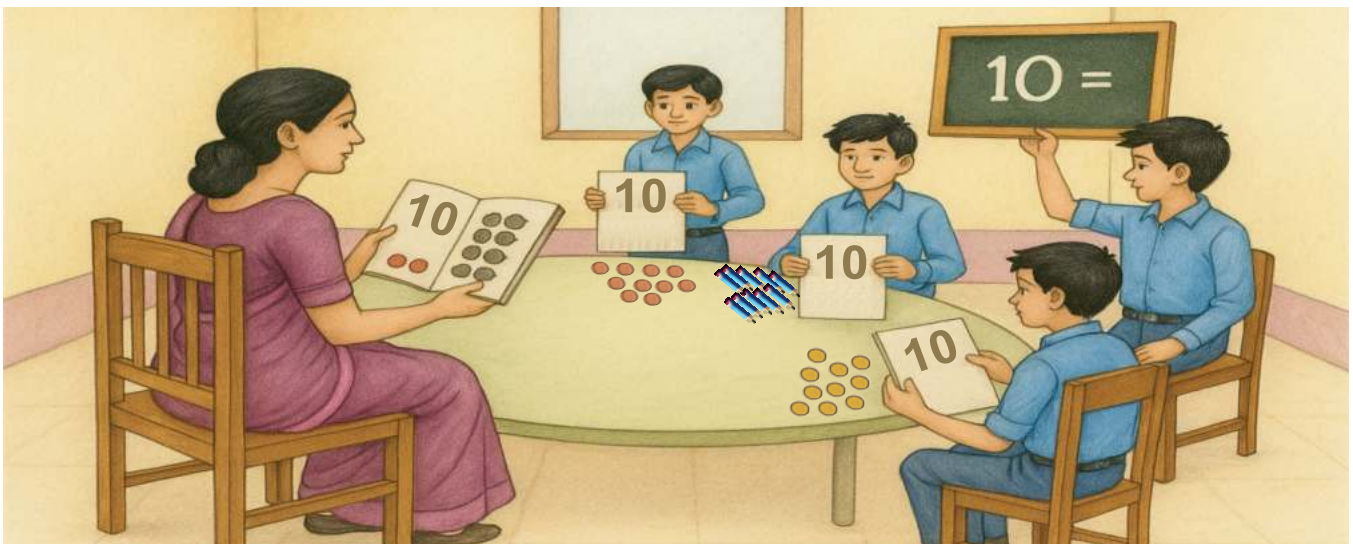
Today, the teacher is teaching the children in school to make "group of 10".

All the students have been asked to bring 10 objects of their choice.

Teacher – How many objects have you brought?

Students – We have brought 10 objects each.

Teacher – Alright, keep all the objects in front of you.

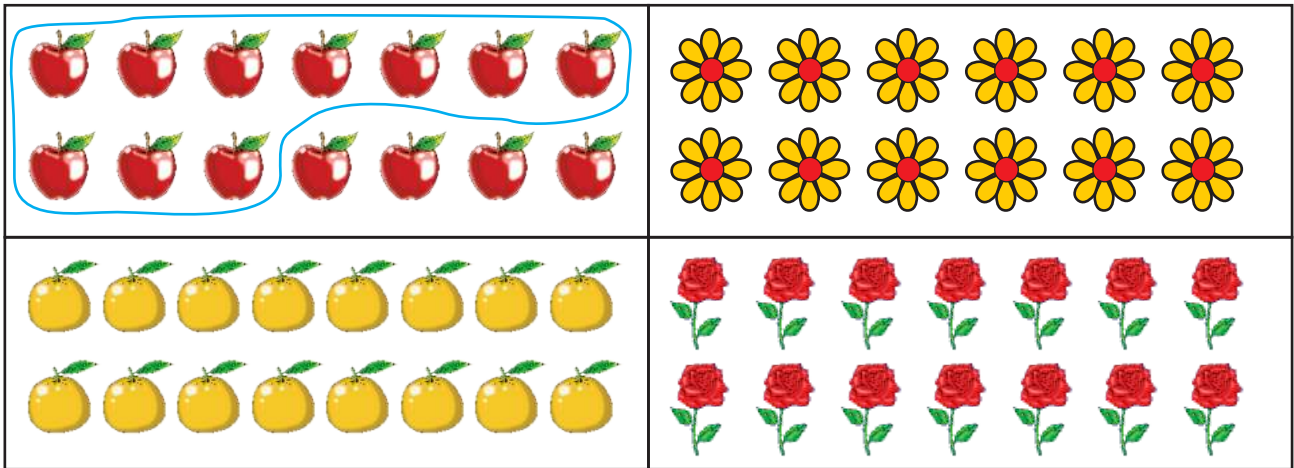


Instruction for Teacher: Collect a few items and practice making groups of 10.

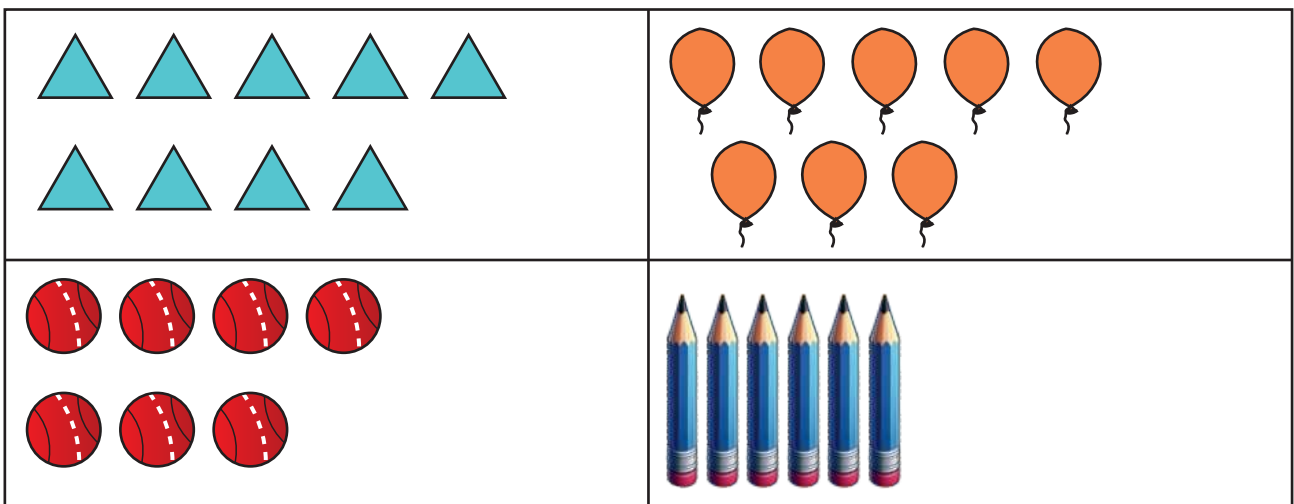


Let's Do

Let's make group of 10 -



Draw some more pictures to make the number of objects 10 -



Beyond 10 -

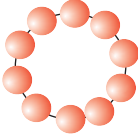
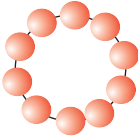
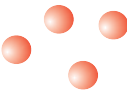
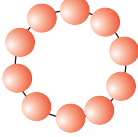
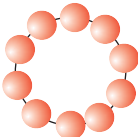
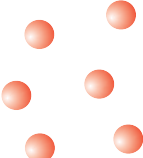
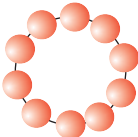
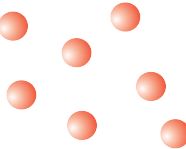
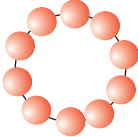
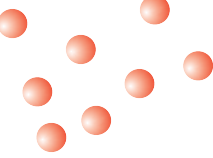
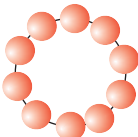
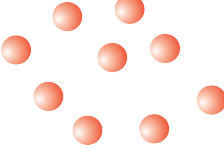
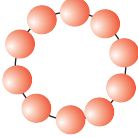
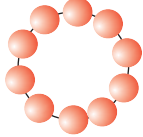


Teacher – Can all of you count further?



Let's Do

You also make number -

	String of 10 Beads (10 = Tens)	Loose Beads (1 = Ones)	Number
 	1	3	13
 			
 			
 			
 			
 			
 			
 			



Instruction for Teacher: Ask the children to count objects, identify groups of ten and the loose ones.



Let's Do

Count and write the number –

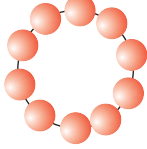
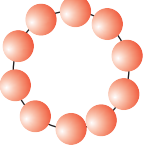
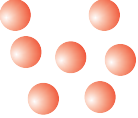
	13

	T.	O.	
1 Tens 0 Ones	1	0	10
1 Tens 1 Ones			
1 Tens 2 Ones			
1 Tens 3 Ones			
1 Tens 4 Ones			
1 Tens 5 Ones			
1 Tens 6 Ones			
1 Tens 7 Ones			
1 Tens 8 Ones			
1 Tens 9 Ones			
2 Tens 0 Ones	2	0	



Let's Do

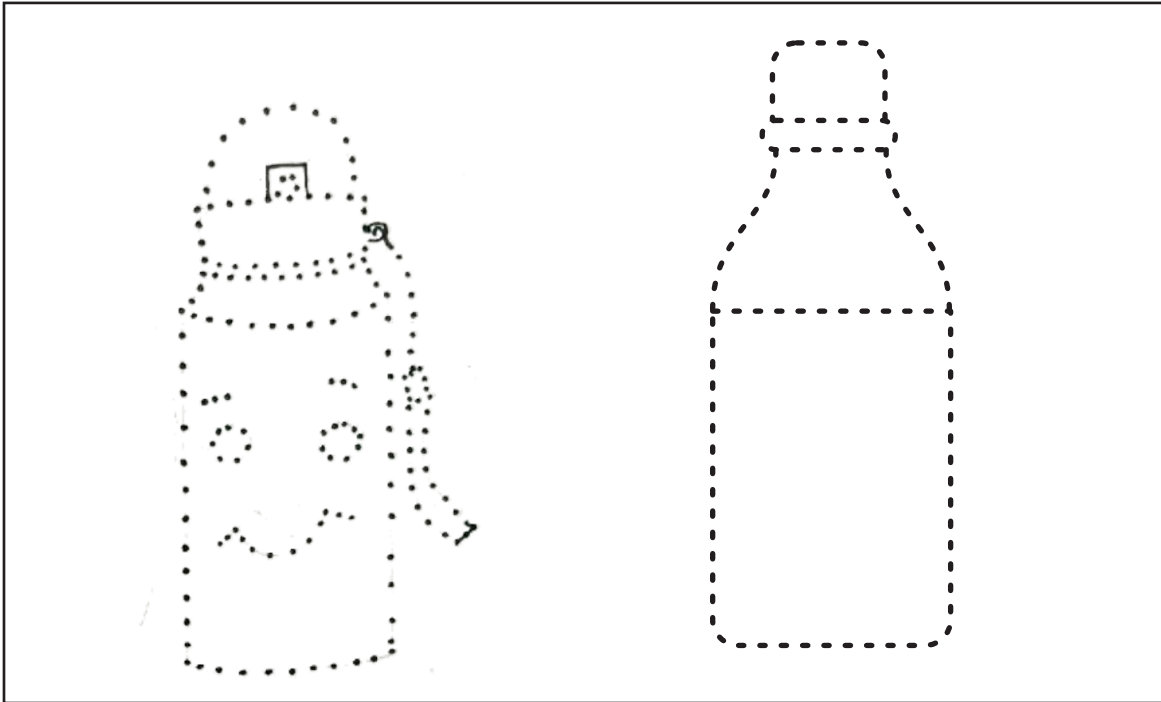
Count and write the number –

Group	and	Loose	Total
 (10)		 (3)	=  (13)
 (10)		 (4)	= (14)
 (10)		 (2)	= ()
 ()		 ()	= (17)
 11		 17	
 10		 10	 18
 1			 8
 16		 14	 19
			 10
			



Colour it

Fill the bottle that can hold more water with **blue** colour and the bottle that can hold less water with **red** colour -

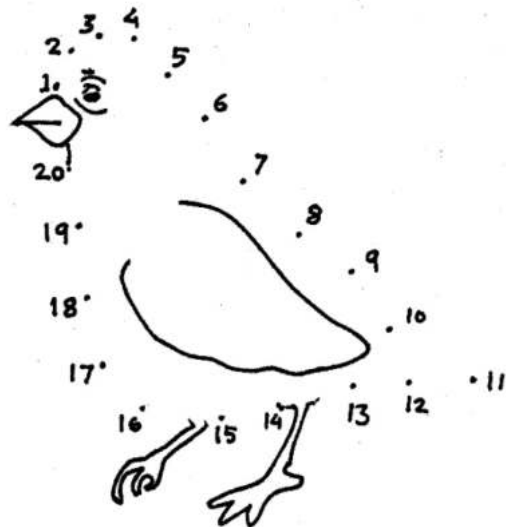


Think and tell

You also guess -

	How many  cups of water?
	
	
	
	

Join the numbers from **1 to 20** and **colour** the picture -

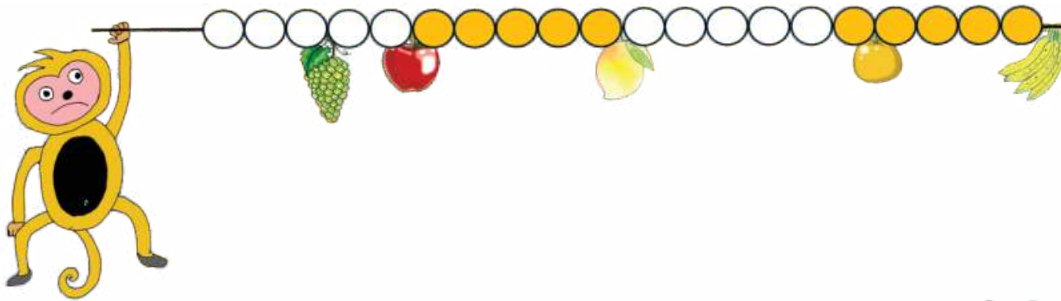




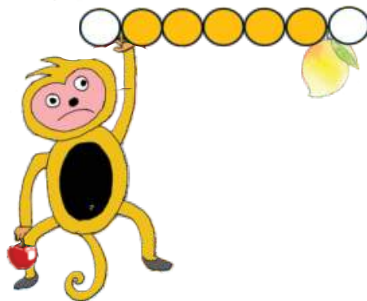
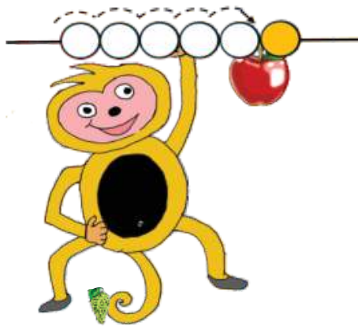
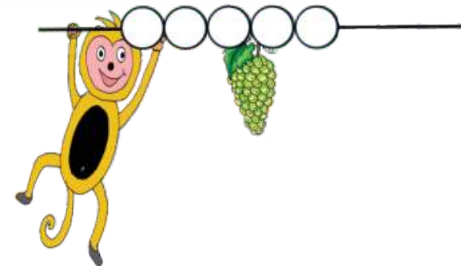
Let's Talk

Fruit Market

Latkoo is hanging from the fruit fringe at the fruit shop



Hanging down, it starts to eat the fruits. In one jump, Latkoo crosses one circle of the fringe.

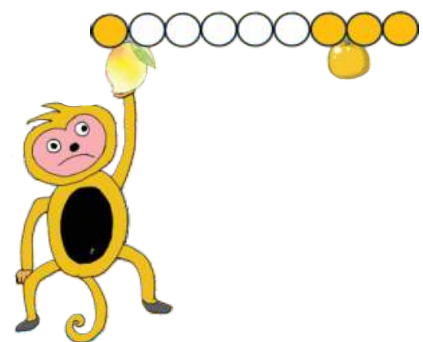


So after 3 jumps, it gets the grapes -

- Now what will it get after 2 more jumps? ____
- How many circles has it jumped from the starting till now? ____
- After jumping how many circles will he get the mango? ____

After how many jumps from the mango will it get the orange? ____

How many apples are left after Latkoo eats one apple? ____



Instruction for Teacher: Make children practice the sequence of numbers while playing.

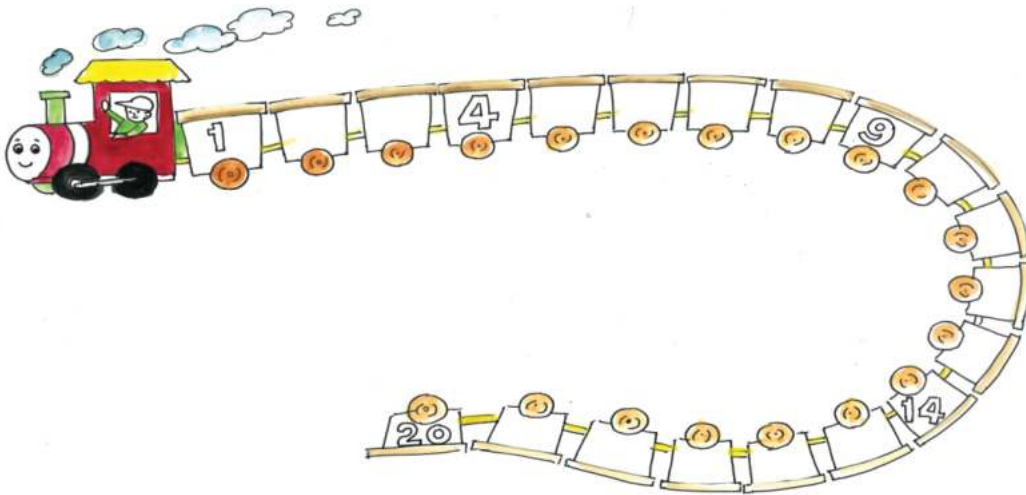


Number of people at the Bus Stop



Number of people at the Bus Stop

Look at the picture and write the missing number –



Shop of teeth cleaning twig 'Dahun'.

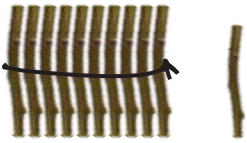
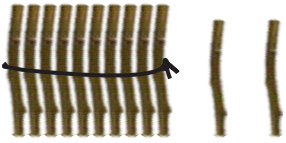
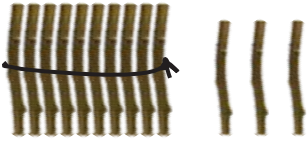
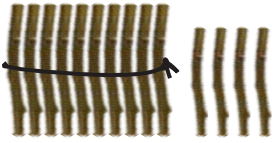
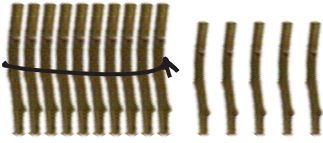
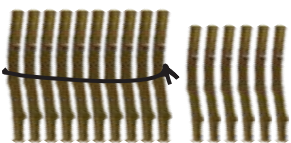
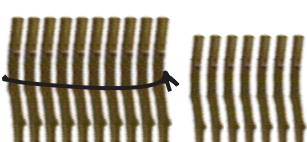
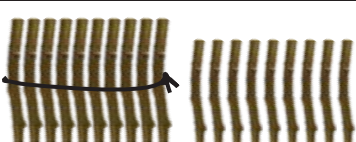
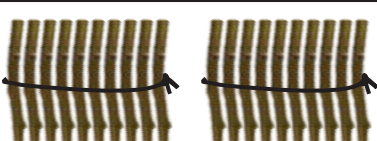




Let's Do

Count the datun twigs and write –

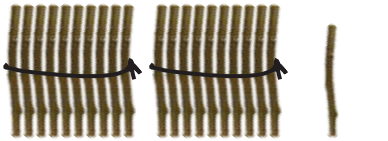
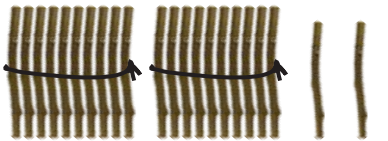
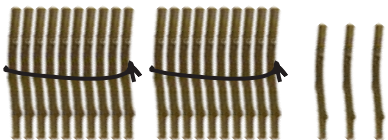
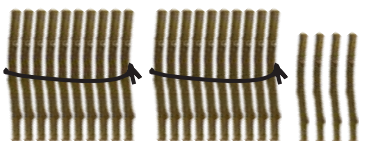
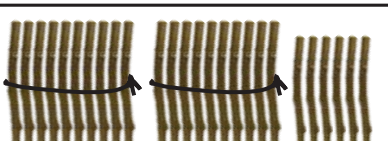
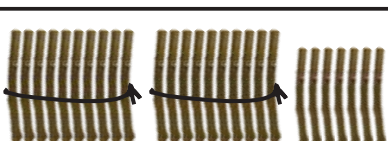
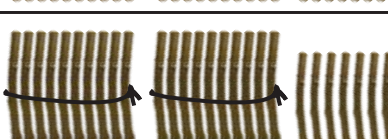
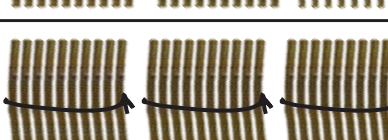
Tens Ones

	10 and 1	11	Eleven
	10 and 2		Twelve
	10 and 3	13	Thirteen
	10 and 4		Fourteen
	10 and 5	15	Fifteen
	10 and 6		Sixteen
	10 and 7		Seventeen
	10 and 8	18	Eighteen
	10 and 9		Nineteen
	10 and 10	20	Twenty



Let's Do

Count the datun twigs and write –

Tens	Ones		
		20 and 1	21 Twenty One
		20 and 2	Twenty Two
		20 and 3	23 Twenty Three
		20 and 4	Twenty Four
		20 and 5	Twenty Five
		20 and 6	26 Twenty Six
		20 and 7	Twenty Seven
		20 and 8	28 Twenty Eight
		20 and 9	Twenty Nine
		20 and 10	30 Thirty

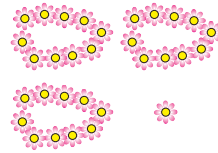


Let's Do

Let's **count** the **flowers** –



3 tens and 1 unit

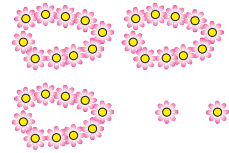


Three Tens and One

31

Thirty One

3 tens and 2 unit



Thirty Two

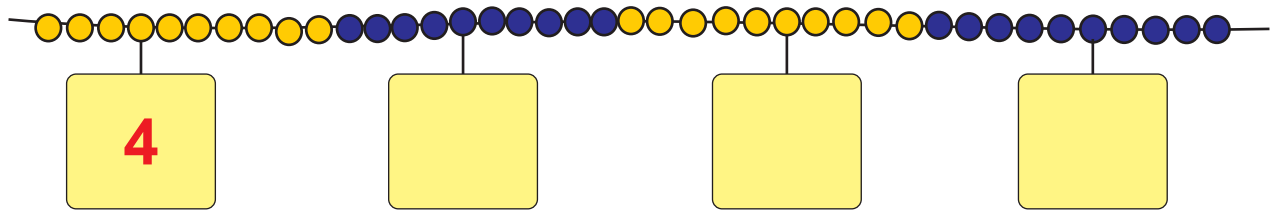
	34		36
Thirty Three	Thirty Four	Thirty Five	Thirty Six

37			40
Thirty Seven	Thirty Eight	Thirty Nine	Forty



Let's Do

Write the numbers on the cards attached to the beads string –



Count and write –



Colour it

Colour the boxes according to the number –

27	31	45



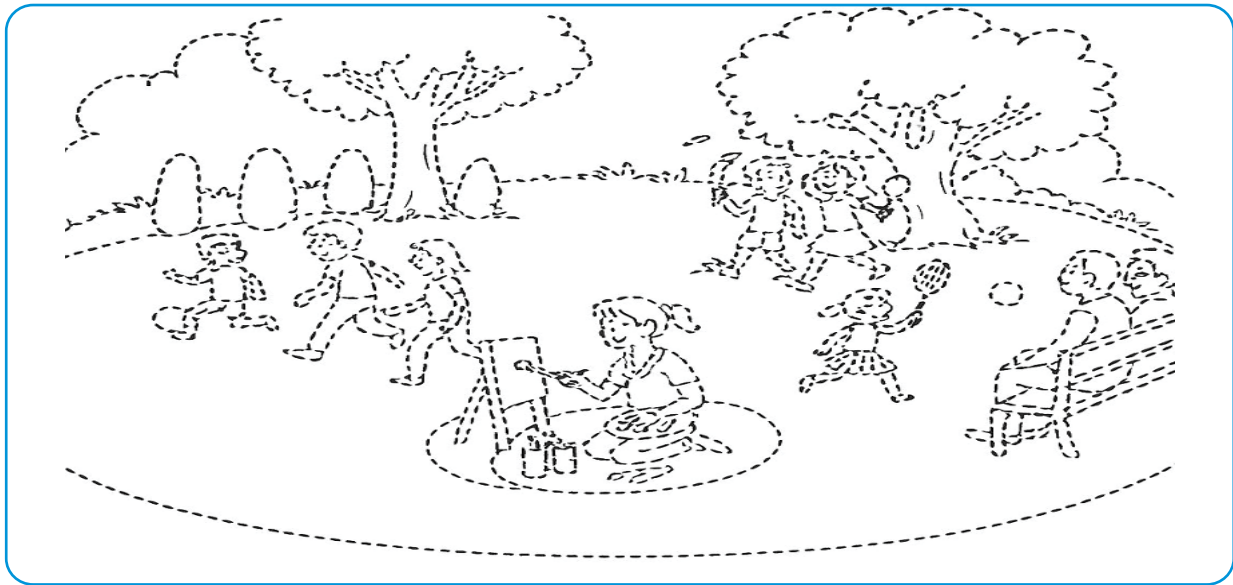
Let's Do

Write the missing numbers –

1			31
	12		
3		23	33
	14		
5		25	
	16		
		27	
			38
10			



Colour it

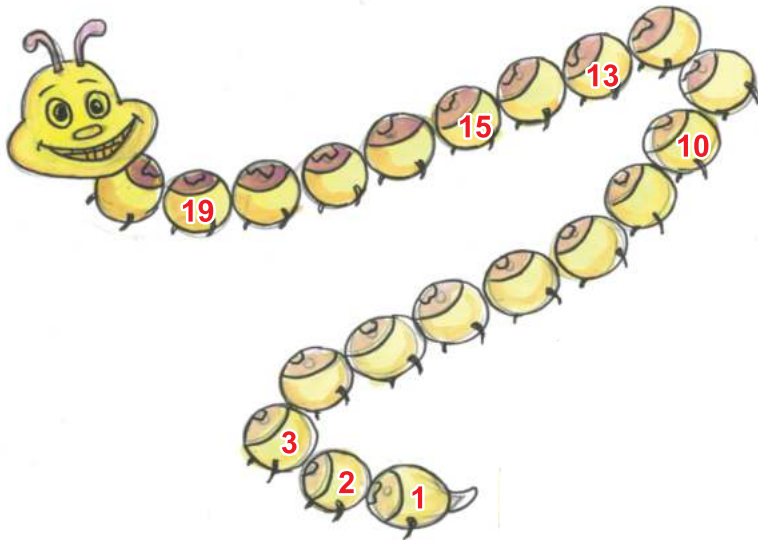


1. Fill red colour in the children playing in the picture and write their number after counting.
2. Fill pink colour in the people sitting on the bench and write their number after counting.
3. Fill green colour in the trees and write their number after counting.



Let's Do

Write the missing numbers –



Just before	Number	Just after
15	16	
	10	
	13	14
	18	

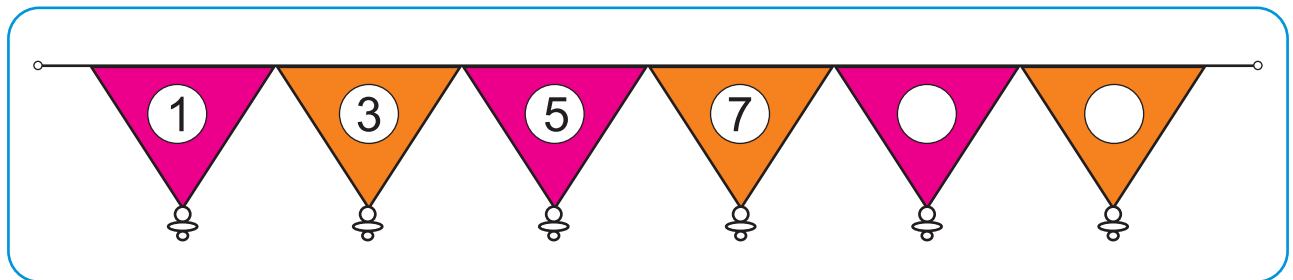
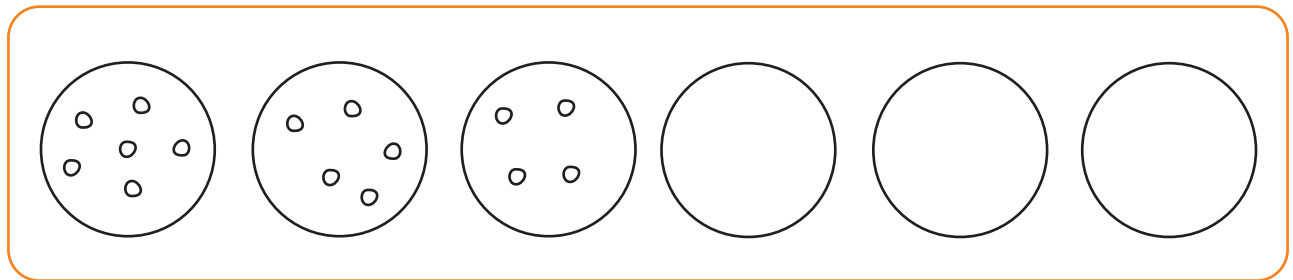


Instruction for Teacher: Give the children practice to understand the sequence of numbers up to 20.



Let's Do

Understand and continue the given **pattern** –

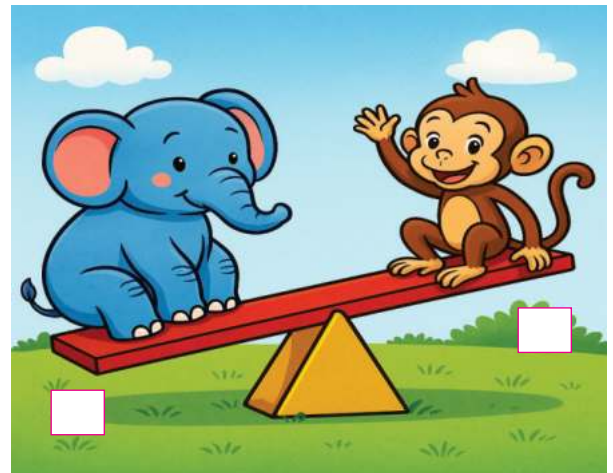


Who is lighter and who is heavy –

Circle (○) the lighter one



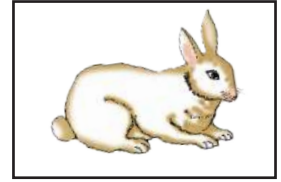
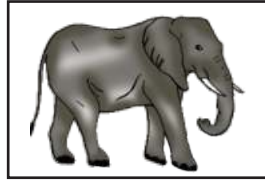
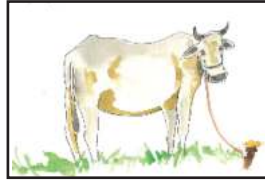
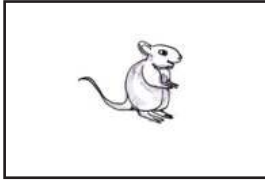
Tick (✓) the heavier one



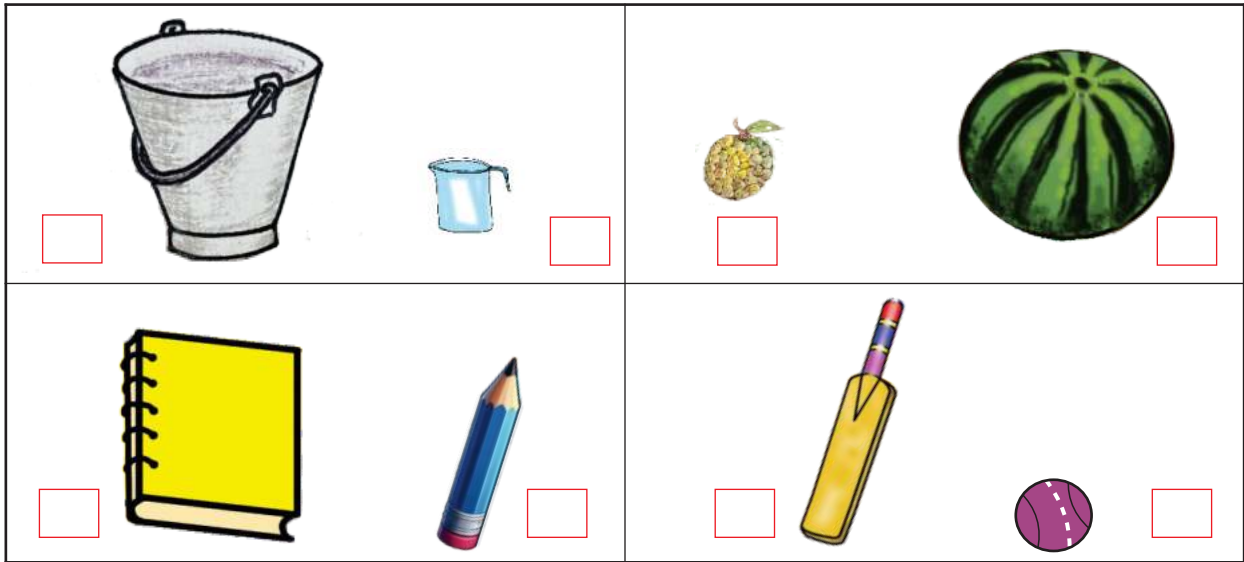


Let's Do

Tick (✓) on the picture of the **lightest** animal –

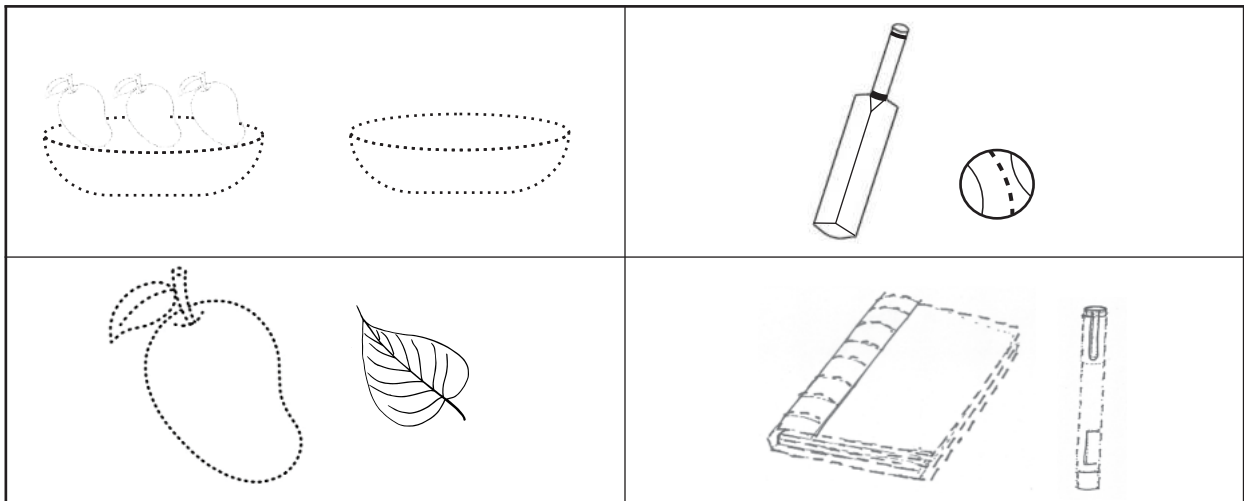


Tick (✓) on the **heavier** object and circle (○) the lighter object –



Colour it

Fill red colour in the **lighter** object and pink colour in the **heavier** objects -

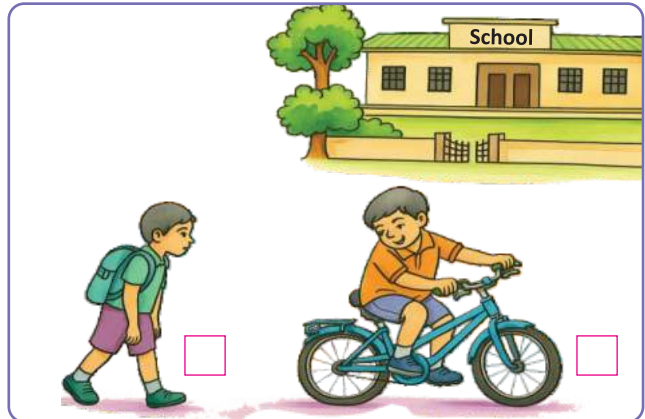
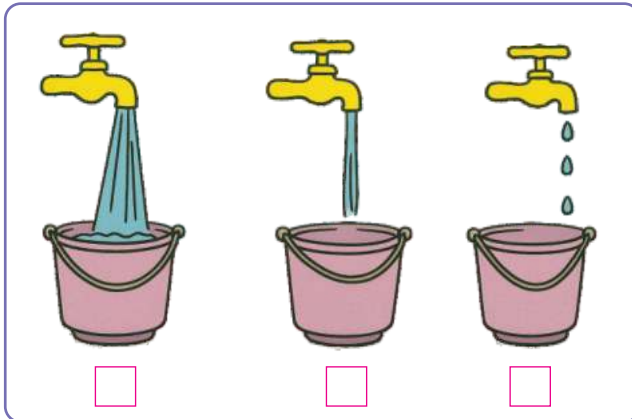
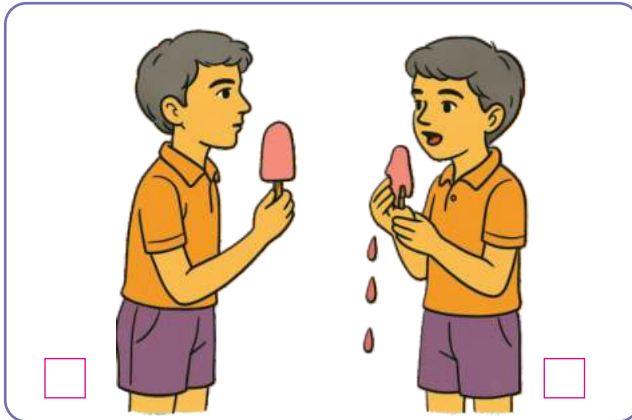




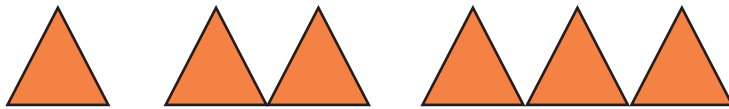
Think and tell

Early and Late –

Tick (✓) on the task that will take less time –



Complete the **pattern** –





Think and tell

All the animals visited the Sundarvan fair and enjoyed a lot.



When Chiku rabbit and Champu monkey sat on the swing, the swing tilted towards Champu monkey. Why would this have happened?

Let's Do

In the given pictures, tick (✓) the side where the swing is tilting -

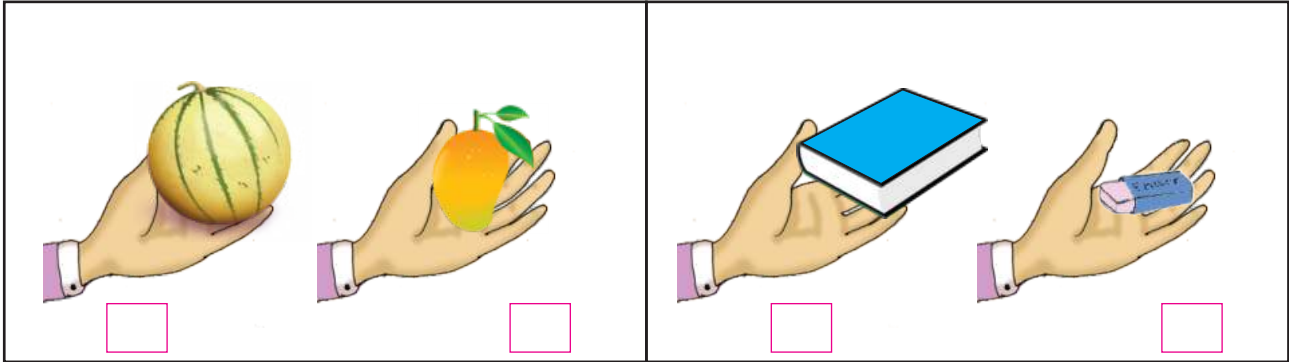


Instruction for Teacher: Help the children understand the concept of heavy and light using familiar objects and the given pictures.

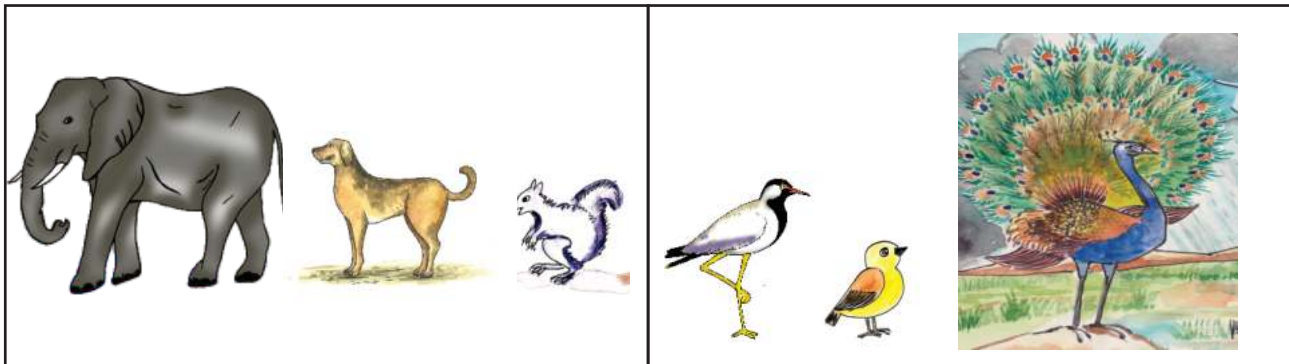


Let's Do

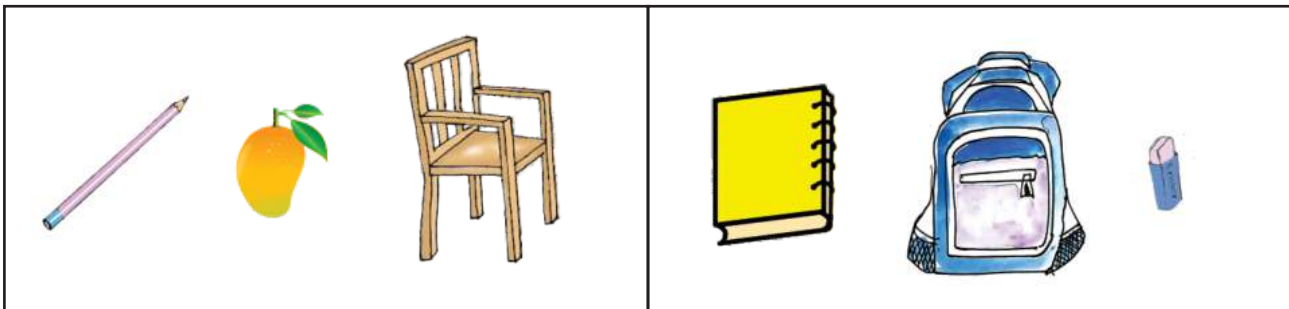
Tick (✓) on the object that is difficult to **hold onto** –



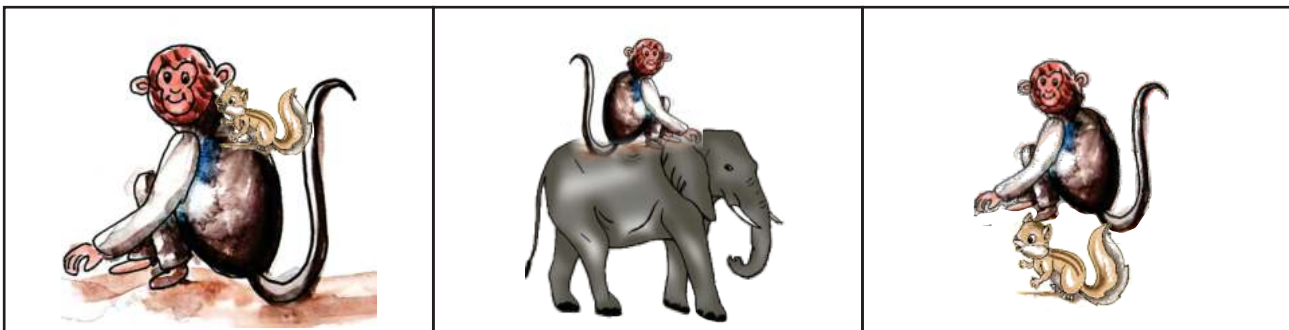
Circle (○) the animal with the **least weight** –



Draw a box (□) on the **heaviest object** –



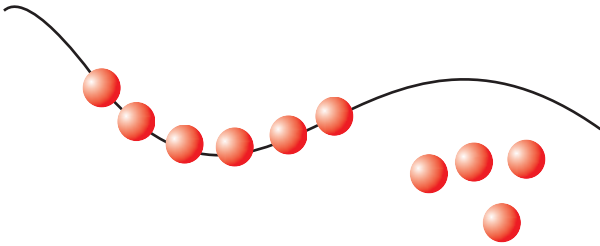
Circle (○) the picture which doesn't look right –



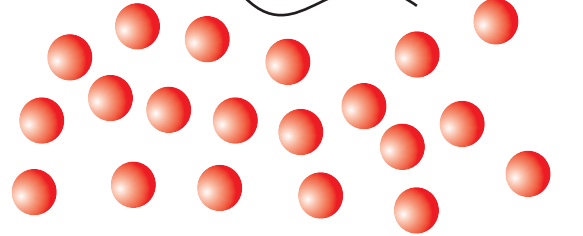


Let's Do

..... bead string of 10 beads will be made from these beads.



..... bead strings of 10 beads each will be made from these beads.



Tick (✓) the bigger number -

16



11



10



13



12



15



Fill yellow colour in the circle (○) below the smaller number -

18



11



19



13



12



16



Tick (✓) the biggest number -

16



18



15



10



17



19



Tick (✓) the smallest number -

11



18



15



18



13



19





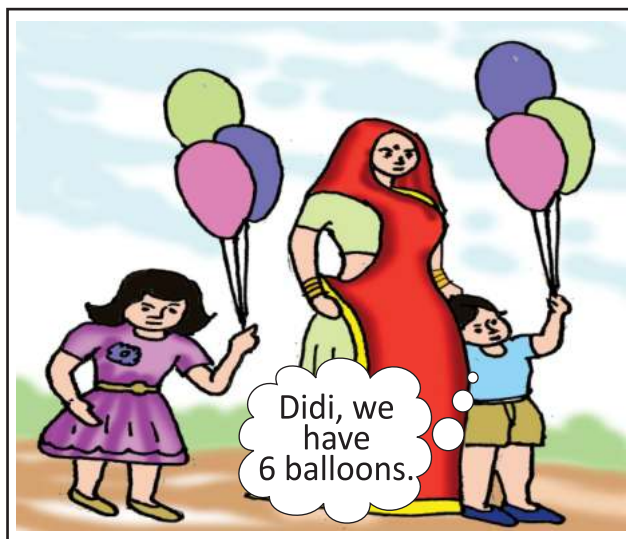
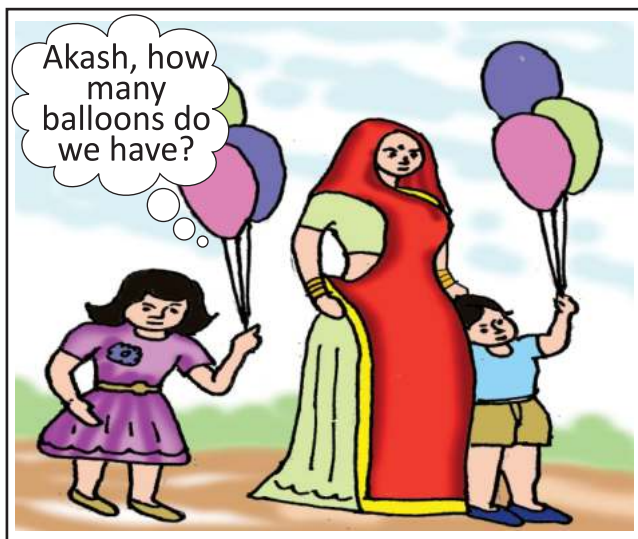
Let's Do

Come let's write the numbers beyond 31 –

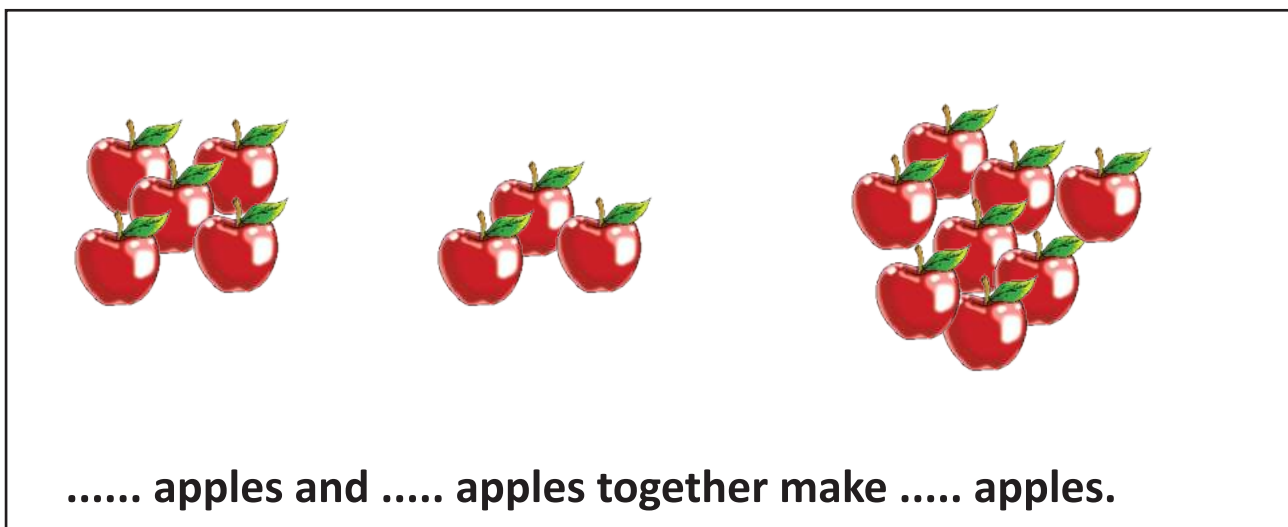
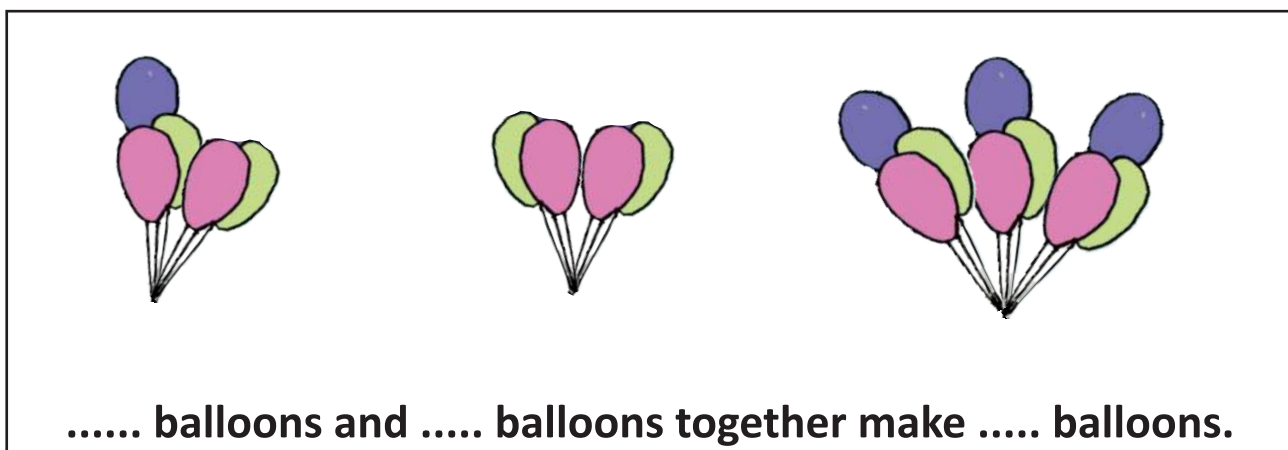
Tens	Ones		Tens	Ones	
		31			41
		32			
					43
					44
					46
		38			48
					50

Let's Talk

Total Sum



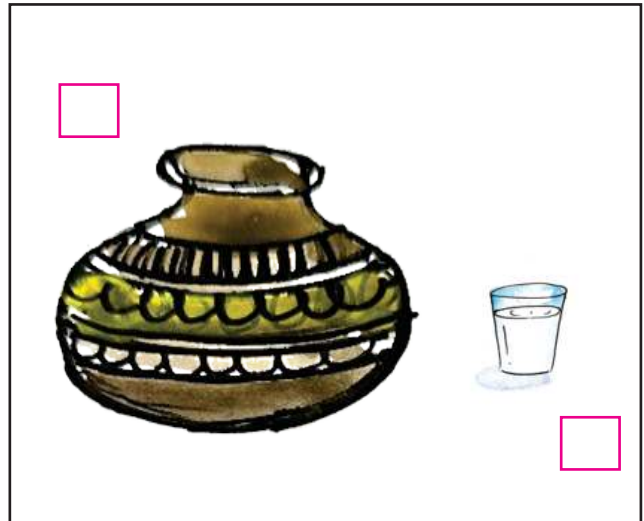
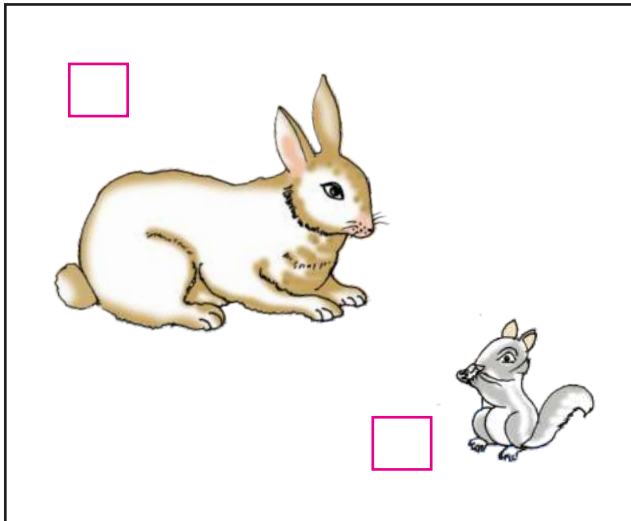
Let's Do



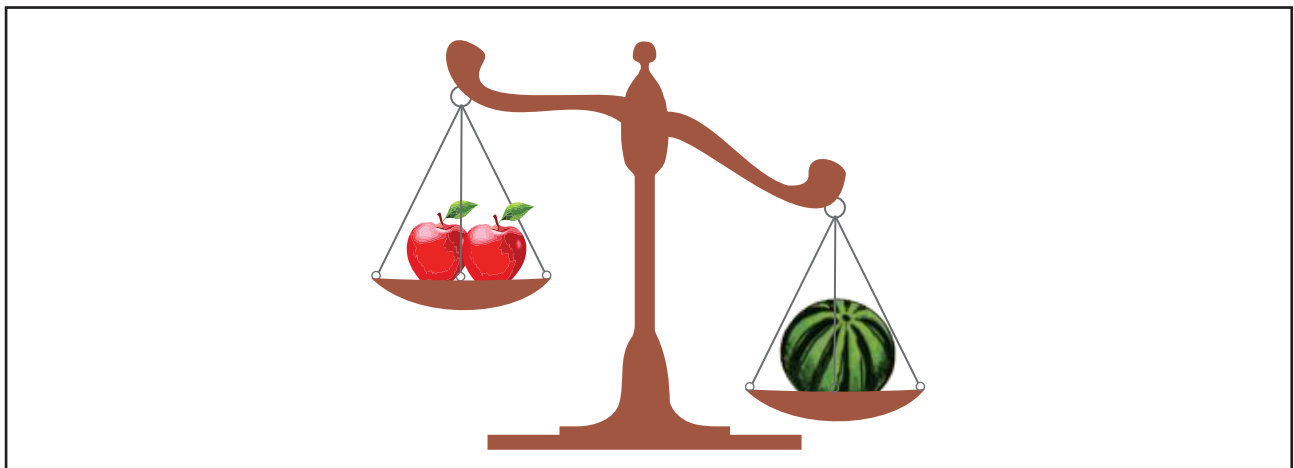
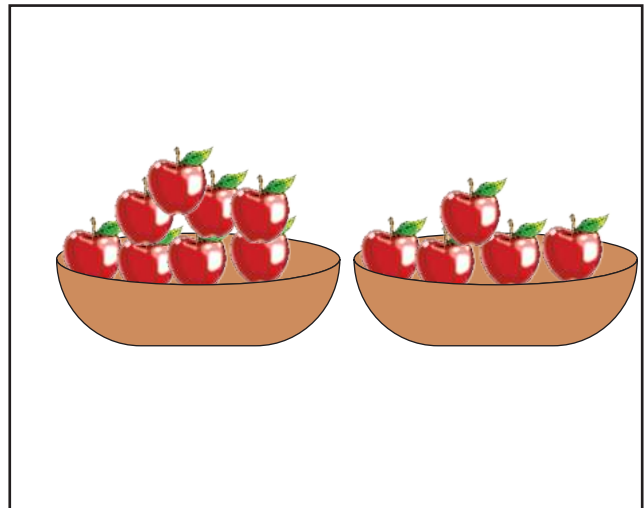


Let's Do

Tick (✓) on the **heavier** object –



Circle (○) the **lighter** one –



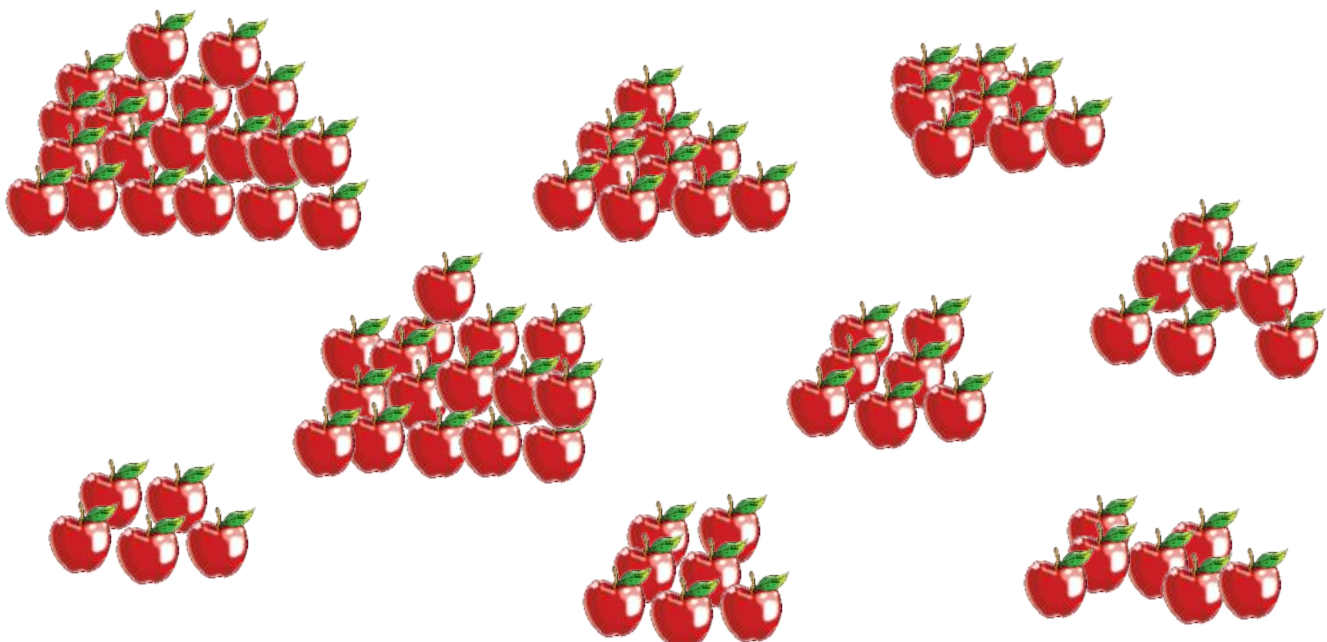


Let's Do

Continue the given **pattern** –

Circle (○) the pile that has the most apples, tick (✓) the pile that has fewest apples. Also, draw a square (□) around the piles that have an equal number of apples -





Let's Do

Count and write the numbers from 41 to 60 –

Tens	Ones		Tens	Ones	
		41 Forty One			51 Fifty One
		42 Forty Two			 Fifty Two
		 Forty Three			 Fifty Three
		 Forty Four			 Fifty Four
		 Forty Five			55 Fifty Five
		 Forty Six			 Fifty Six
		47 Forty Seven			 Fifty Seven
		 Forty Eight			 Fifty Eight
		49 Forty Nine			59 Fifty Nine
		50 Fifty			60 Sixty



Let's Do

Count and write the numbers from **61** to **80** –

Tens	Ones		Tens	Ones	
		61 Sixty One			71 Seventy One
		 Sixty Two			72 Seventy Two
		63 Sixty Three			 Seventy Three
		 Sixty Four			 Seventy Four
		 Sixty Five			 Seventy Five
		 Sixty Six			 Seventy Six
		 Sixty Seven			 Seventy Seven
		 Sixty Eight			 Seventy Eight
		 Sixty Nine			79 Seventy Nine
		70 Seventy			80 Eighty



Let's Do

Count and write the numbers from **81** to **100** –

Tens	Ones		Tens	Ones	
		81 Eighty One			91 Ninety One
		 Eighty Two			 Ninety Two
		 Eighty Three			 Ninety Three
		 Eighty Four			 Ninety Four
		 Eighty Five			 Ninety Five
		86 Eighty Six			96 Ninety Six
		 Eighty Seven			 Ninety Seven
		 Eighty Eight			 Ninety Eight
		89 Eighty Nine			 Ninety Nine
		90 Ninety			100 One Hundred



Let's Talk



- On the festival of Diwali, you must have seen diyas lighting. What else do you do during Diwali?
- How do you celebrate this festival?
- 6 diyas are lighting outside the house and 2 diyas inside the house. How many diyas are lit in total?

	+		=	
6	+	2	=	8

Read this, 6 added to 2 is equal to 8



Let's Do

5 ground crackers and 3 ground crackers together makes ground crackers

	+		=	
--	---	--	---	--

.....	+		=	
-------	---	-------	---	-------

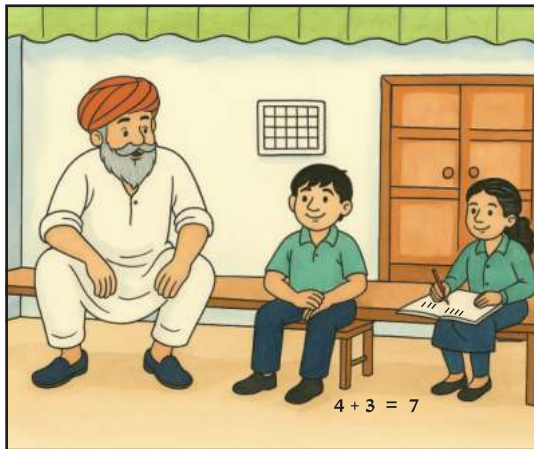


Instruction for Teacher: Give practice of additions using locally available materials and pictures.



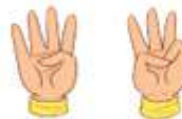
Let's Do

Add -



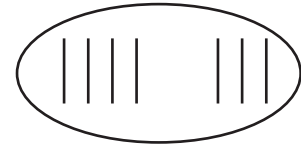
$$4 + 3 = \dots\dots\dots$$

Ankit – Look, I added like this.



$$4 + 3 = 7$$

Rekha – This is my method of addition.



$$4 + 3 = 7$$

You also add –

$$4 + 5 = \dots\dots\dots$$

$$7 + 5 = \dots\dots\dots$$

$$8 + 7 = \dots\dots\dots$$

$$9 + 8 = \dots\dots\dots$$

Grandpa till now we have written addition horizontally. For example $3 + 3 = 6$

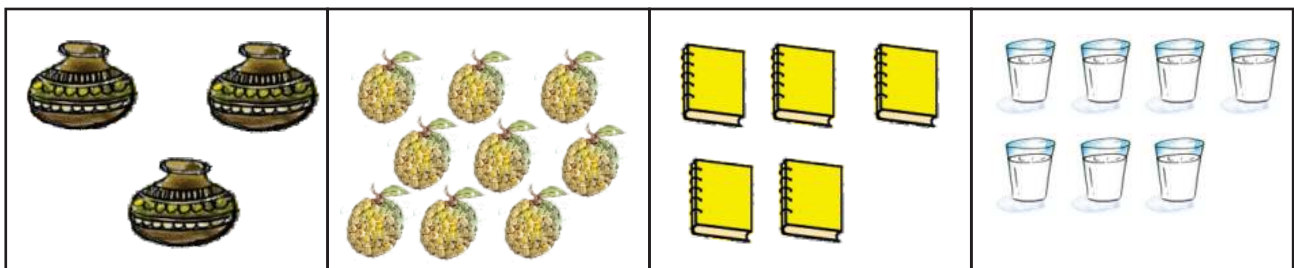
We can also write it vertically and solve by drawing lines.

First we drew 3 lines, then we drew 3 more lines. Then counted them altogether.

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$



Match –



$$5 + 4$$

$$2 + 5$$

$$1 + 2$$

$$4 + 1$$

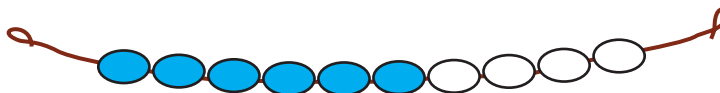
Colour it

Addition on **bead string** –

Colour the beads and add –

The beads equal to the first number are already coloured. Colour the beads equal to the second number. Now, count the total number of coloured beads and write it in the box.

$6 + 3 = \square$



$3 + 4 = \square$



$1 + 5 = \square$

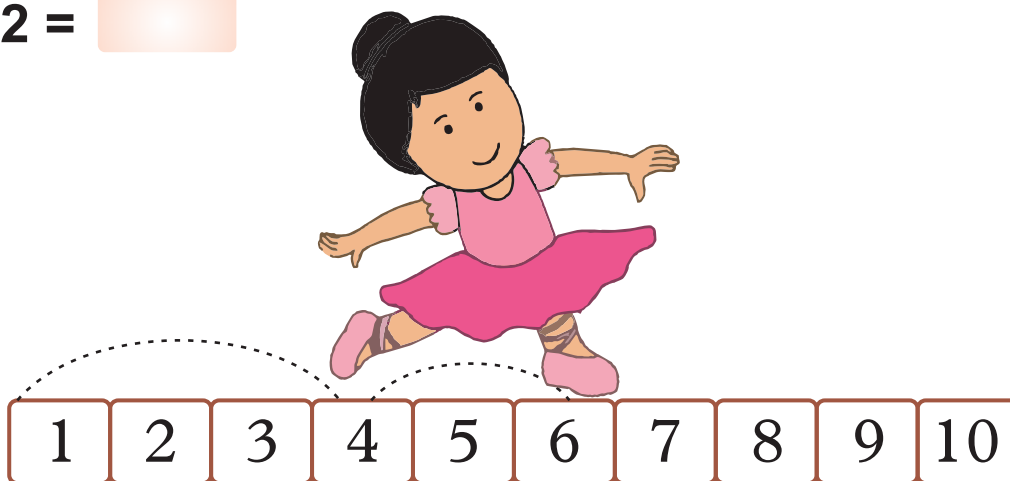


Let's Play

Let's do addition while playing (**using number line**) –

Make such a number line on the floor at school or at your home and play the game of addition by jumping –

$4 + 2 = \square$

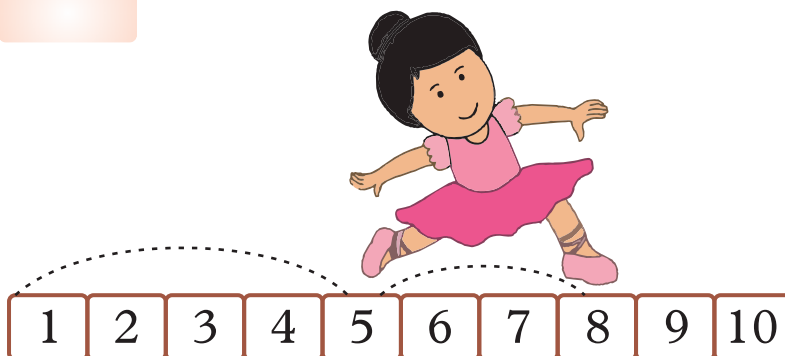


$4 + 2$ means, after 4 we have to move 2 steps forward and reach 6.

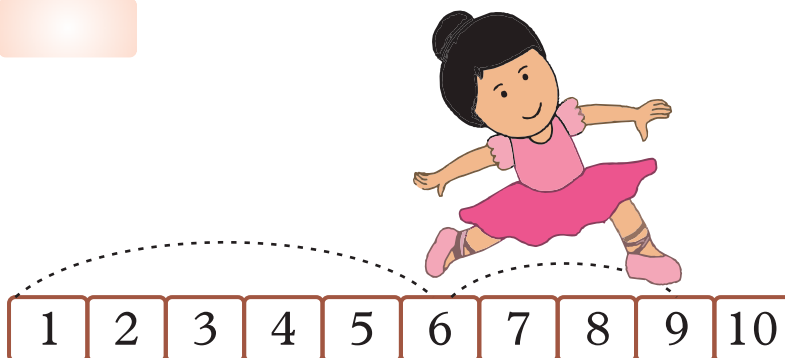
 Let's Do

Try it out and give the answer -

$5 + 3 =$



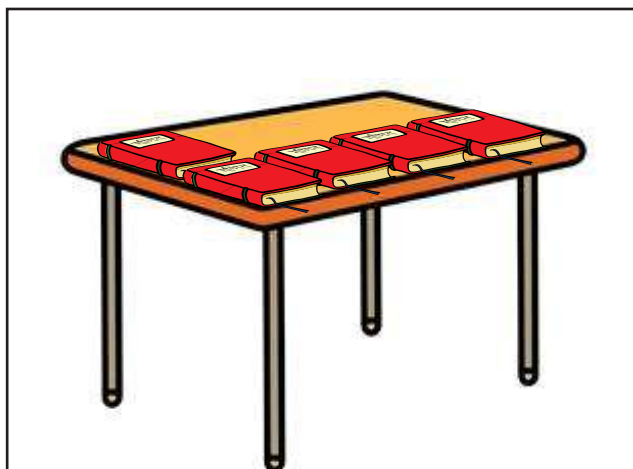
$6 + 3 =$



Tell us how many ?



Tell how many diyas () can be placed in the plate? diyas.

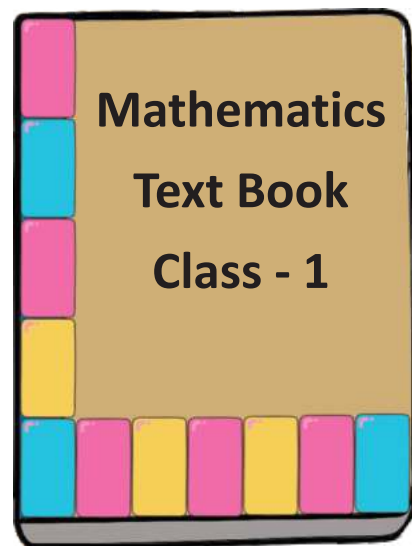


Tell how many books () can be placed on the table? books

 Think and tell

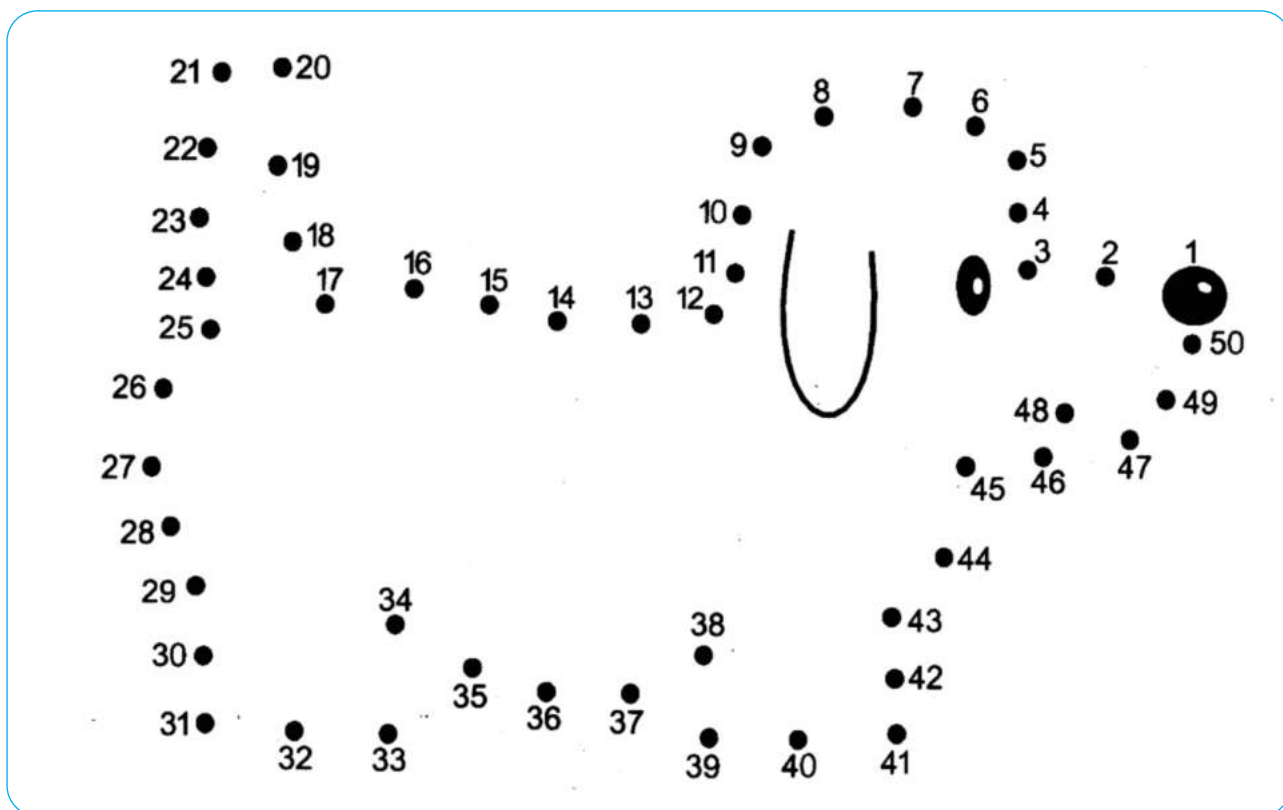
Let's Try

- Estimate and write how many erasers will be needed to completely cover your mathematics book
- Arrange erasers on your mathematics book. How many erasers will completely cover your mathematics book
- How many times should we place the mathematics book to cover the whole table?



 Colour it

Join numbers 1 to 50 in order and colour the picture –





We learnt and Understood – 2

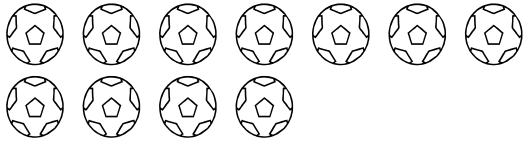
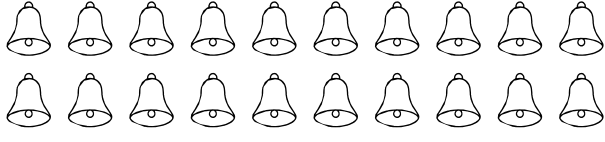


1. Look at the pictures and make equal number of circles (○) –

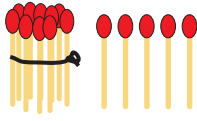
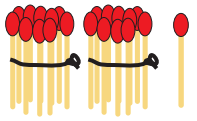
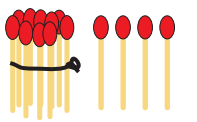
	
	
	

2. Fill colours in 9 balls –

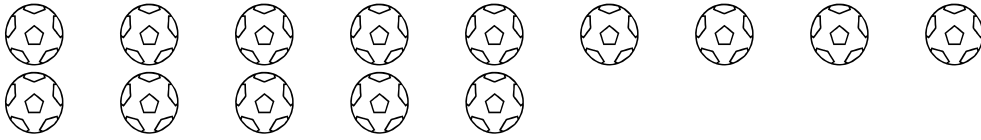
Fill colour in 13 bells –

	
---	--

3. Look, understand and write –

	Bundle	Match Stick	Fill blue colour in the bottle that can hold more water and red colour that holds less water. 
	1	5	
			
			

4. Make a group of 10 and fill red colour in them, colour the rest with green and write the total number.

	Number
	

5. Write the number from 1 to 20 in order -

1						7			10
				15				19	

6. Match the numbers given below with the correct picture –

5	
8	
12	
15	

7. Complete the number sequence –

2, 3, 4,, 10, 11,, 13, 15, 14,, 12,

8. Circle (○) the heavier objects –



9. Complete the pattern –



10. Count and tell –



11. Write the number which comes just before –

	19
	6
	9
	16

12. Write the number which comes just after –

1	
7	
17	
12	



Let's Talk



Look, the ice cream vendor has come.

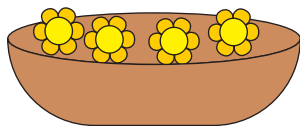
He has 3 ice creams in his hand.

Rohan bought 1 ice cream from him.

How many ice creams are left with the ice cream vendor?

	That is, 1 is taken out from 3 then 2 is remaining means, 1 subtracted from 3 equals to 2	We can write it like this. $3 - 1 = 2$
--	--	---

Subtract –



..... flowers were taken out of
..... flowers, flowers
remaining.



..... - =

..... frog hopped out of
frogs, frogs remaining .

..... - =



Instruction for Teacher: Give practice of subtraction using locally available materials and pictures.

Let's Do

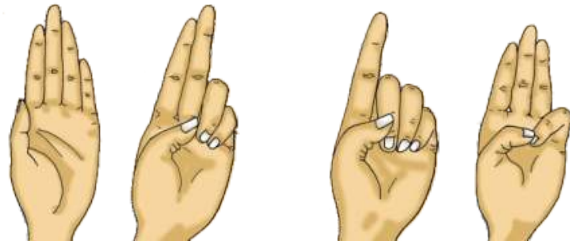
Grandpa – 7 mangoes are bought and 3 mangoes are eaten, so how many mangoes are left?



Rekha – Here, we need to take out 3 from 7 mangoes, means 3 subtracted from 7.

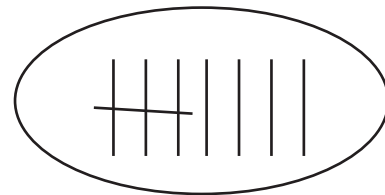
Ankit – We can subtract this on our fingers. First count 7 straight fingers, then fold three fingers.

Then count the remaining straight fingers.



Rekha – Grandpa we can also do subtraction by drawing lines and cutting them.

Look I drew 7 lines, then cut 3 lines. Then counted the remaining lines.



$$7 - 3 = 4$$

You can also **subtract** –

$$2 - 1 = \dots\dots\dots$$

$$8 - 3 = \dots\dots\dots$$

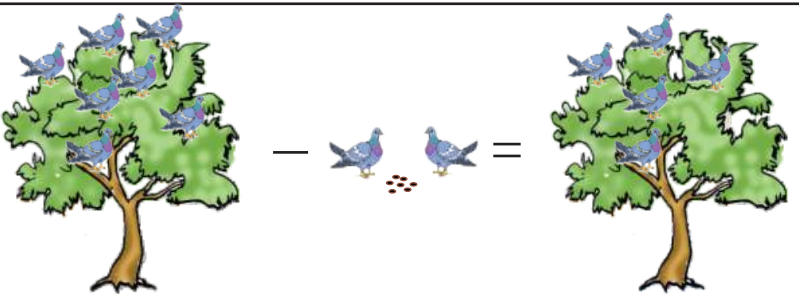
$$9 - 3 = \dots\dots\dots$$

 Let's Do

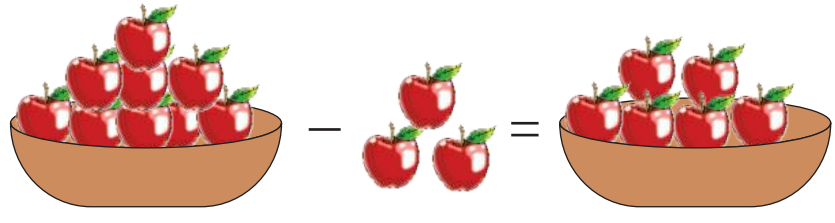
Grandpa – We wrote subtraction horizontally.
For eg. $6 - 3 = 3$. It can also be written vertically like this.
Drew 6 lines, then cut 3 lines. Then count the remaining lines.



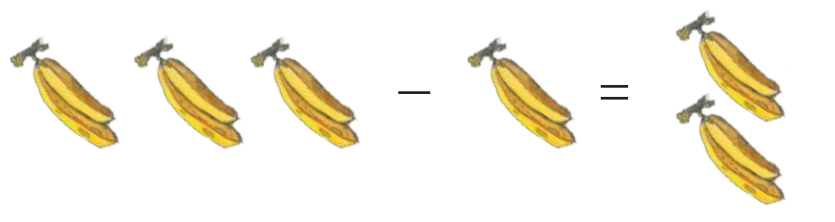
Look at the picture and solve –

	How many pigeons are remaining on the tree?
--	--

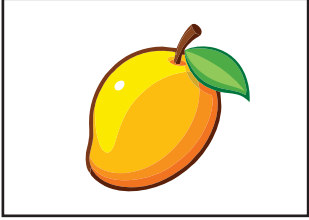
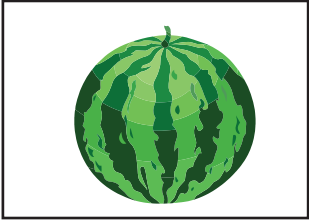
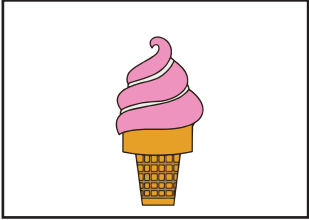
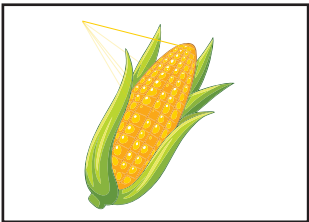
How many apples remaining?

	—
--	--

How many bananas remaining?

	—
--	--

Match the food items eaten according to the season –



 Think and tell

Understanding of Less and More –

Radha had 6 coins of 1 rupee and Geeta had 7 coins of 1 rupee.

Who had more coins?

To find it out, both of them kept the coins side by side and matched each coin.

Radha	     
Geeta	      

Now tell who has more coins?.....

 Let's Do

Who among Tarun and Mohan has more coins?

Mohan	    
Tarun	   

Who has fewer coins, Suku or Kuku?

Suku	   
Kuku	    



Let's Talk

Gopal breaks his piggy bank and Sudha helps him to arrange the coins taken out of it.



Look, what do I have?



Correct (✓) or incorrect (✗) statement about the coins found in Gopal's piggy bank –

1. The highest number of coins is of ₹5 . ()
2. The least number of coins is of ₹1 . ()
3. The number of ₹10 is more than ₹20 in piggy bank. ()
4. The number of ₹2 coins is less than ₹1 . ()



Instruction for Teacher: Help children identify different Indian coins and currency notes.

 Let's Do

Look at the given coins and currency and write their value –

			
₹ 1	₹	₹	₹
			
₹ 10	₹	₹	₹

Match the following -

 Let's Do

Identify the currency and match them –

	₹ 20
	₹ 10
	₹ 50
	₹ 100

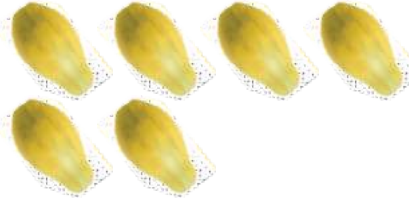
Gopal has arranged some coins. Circle (○) the total value of the coins –

	<table><tr><td>₹3</td><td>₹10</td><td>₹5</td></tr></table>	₹3	₹10	₹5
₹3	₹10	₹5		

 Let's Do

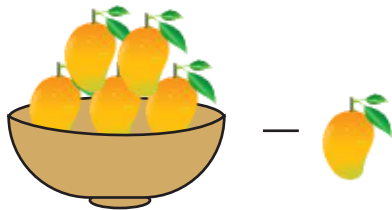
 	<table><tr><td>₹ 15</td><td>₹ 7</td><td>₹ 2</td></tr></table>	₹ 15	₹ 7	₹ 2
₹ 15	₹ 7	₹ 2		
	<table><tr><td>₹ 2</td><td>₹ 6</td><td>₹ 5</td></tr></table>	₹ 2	₹ 6	₹ 5
₹ 2	₹ 6	₹ 5		
    	<table><tr><td>₹ 5</td><td>₹ 12</td><td>₹ 19</td></tr></table>	₹ 5	₹ 12	₹ 19
₹ 5	₹ 12	₹ 19		
  	<table><tr><td>₹ 7</td><td>₹ 10</td><td>₹ 3</td></tr></table>	₹ 7	₹ 10	₹ 3
₹ 7	₹ 10	₹ 3		

Put a tick (✓) on the one which is more –

 <input data-bbox="714 1444 779 1507" type="checkbox"/>	 <input data-bbox="1258 1444 1323 1507" type="checkbox"/>
 <input data-bbox="714 1654 779 1717" type="checkbox"/>	 <input data-bbox="1258 1654 1323 1717" type="checkbox"/>
 <input data-bbox="714 1875 779 1938" type="checkbox"/>	 <input data-bbox="1258 1875 1323 1938" type="checkbox"/>



Think and tell

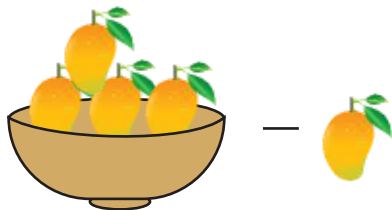


Five sweet mangoes were kept in the basket.

Out of them one mango was taken out. How many are remaining?

.....

	5
-	1
	4



Four sweet mangoes were kept in the basket.

Out of them one mango was taken out. How many are remaining?

-	



Three sweet mangoes were kept in the basket.

Out of them one mango was taken out. How many are remaining?

-	

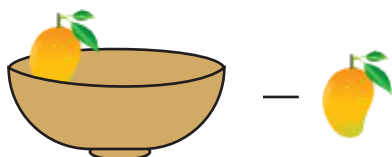


Two sweet mangoes were kept in the basket.

Out of them one was taken out. How many are remaining?

.....

-	



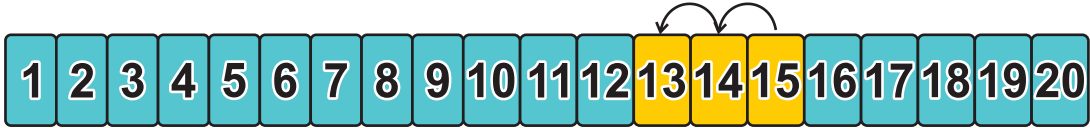
One sweet mango was kept in the basket.

Out of it one mango was taken out. How many are remaining?

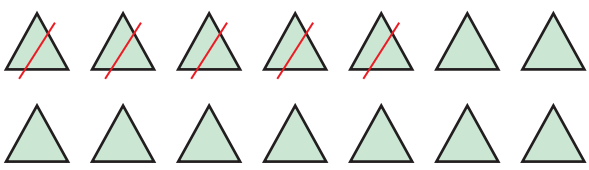
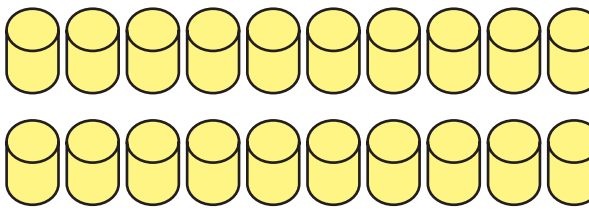
.....

-	

Subtract –

15 – 2	
17 – 6	
16 – 5	
19 – 3	

Subtract –

 14 – 5 =	 18 – 6 =
 20 – 7 =	 16 – 4 =



Let's Talk

Whose ride do you like?

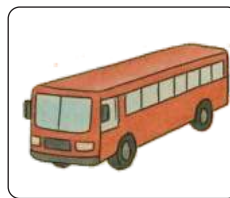


Look at the picture and tell, how many people are standing near each vehicle?

Count and write their number –



Number of
people =



Number of
people =



Number of
people =



Number of
people =



Instruction for Teacher: Encourage children to practice questions based on their understanding of gathering information with the help of materials available in their surrounding.

 Let's Do

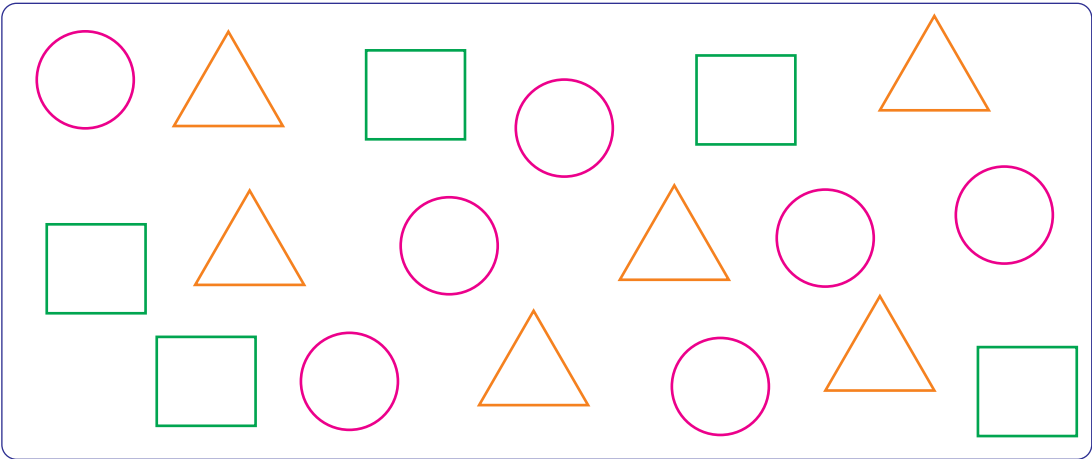
We can also write the same information in the table below –

Vehicle/Mean	How Many persons	Vehicle/Mean	How Many persons
	4		
			

 Think and tell

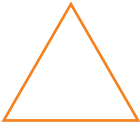
- Which vehicle is liked by most of the people?.....
- Which vehicle is liked by the least number of people?.....
- Which two vehicles are liked by equal number of people?
.....
- The number of people who like car is less than the number of people who like jeep. (Correct/Incorrect)
- The number of people who like train is than the number of people who like auto. (Less/More)

How many Shapes –



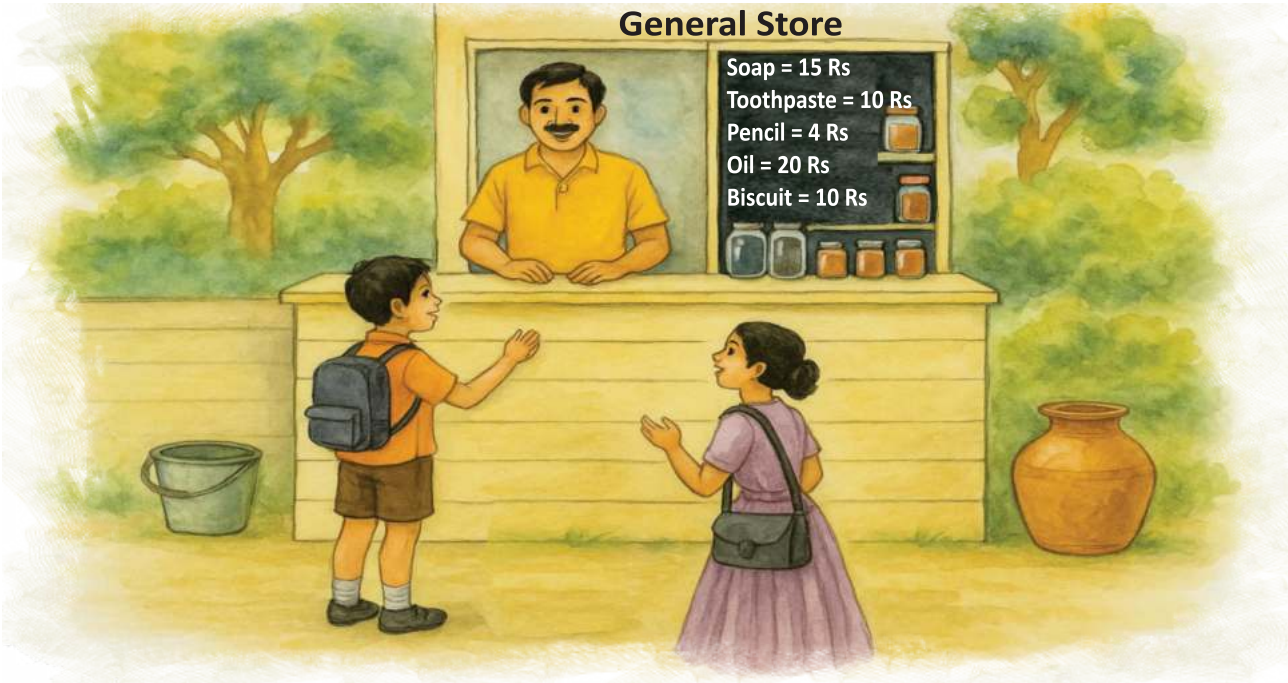
 Let's Do

Count the shapes given in the box and write the number in the table –

Shape		Total Number
Circle		
Triangular		
Square		

1. The number of circular shape is than the number of square shape. (Less than/More than /Equal to)
2. The number of circular shape is than the number of triangular shape. (Less than/More than /Equal to)

 Let's Talk

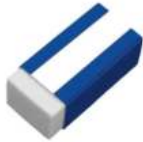


You have to purchase items of 20 Rs of your choice. What will you purchase?

.....

 Let's Do

Discuss and tell how much does this items cost near your house ?



₹



₹



₹



₹



₹

If you have to take any three items from the above given items, which would they be draw pictures.

How many rupees are required to purchase these three items? ₹.....

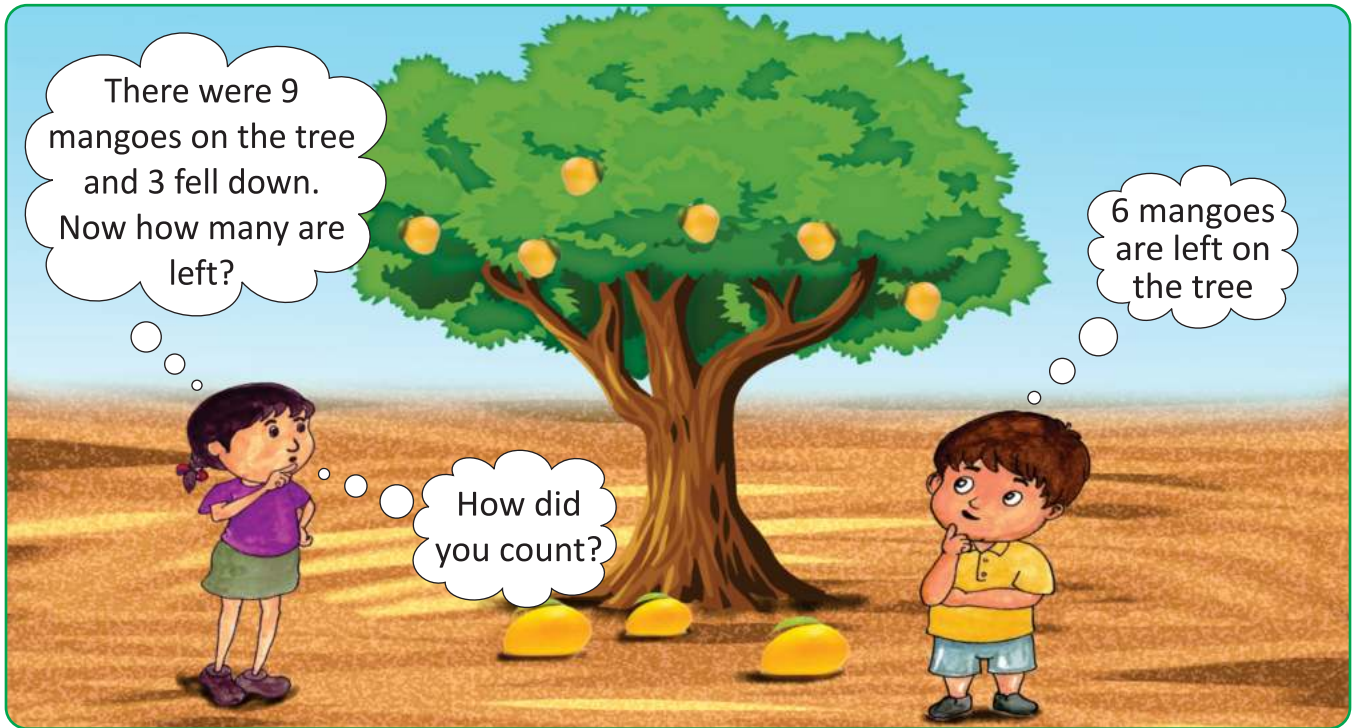
Write the numbers from 1 to 20 in straight order.

1																			20
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----

Write the numbers from 20 to 1 in reverse order.

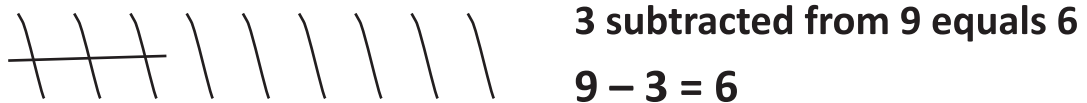
20																			1
----	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	---

Subtract –



Rohit, I did it like this. I took out 9 fingers, folded 3 fingers and then counted the remaining fingers.

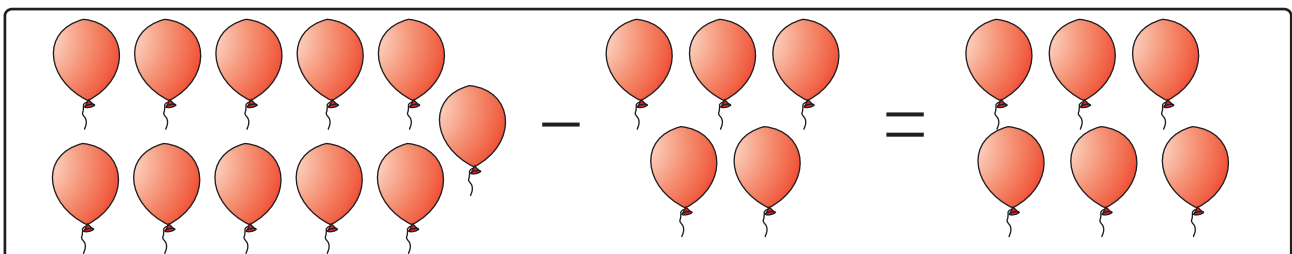
Sheela – Yes, it can be done in the notebook like this.



Sheela– We can do like this also. I counted on my finger from 3 upto 9. 4,5,6,7,8,9, thus the answer come out to be 6.

Let's Do

How many remaining –



11 balloons – 5 balloons burst = Remaining balloons.



How many children are there in the given picture?.....Children

How many children are playing?Children

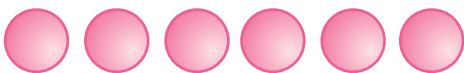
How many children are not playing?Children

Subtract -



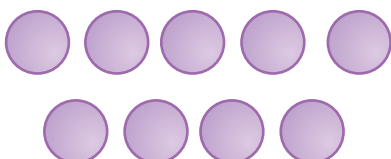
$$5 - 4 = \boxed{1}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline 1 \end{array}$$



$$6 - 2 = \boxed{}$$

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$



$$9 - 5 = \boxed{}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

Subtract by drawing the **lines** and cutting

$16 - 5 = 11$ 	$17 - 2 =$
$15 - 1 =$	$18 - 3 =$
$20 - 6 =$	$19 - 9 =$
$12 - 5 =$	$13 - 4 =$
$14 - 8 =$	$17 - 5 =$

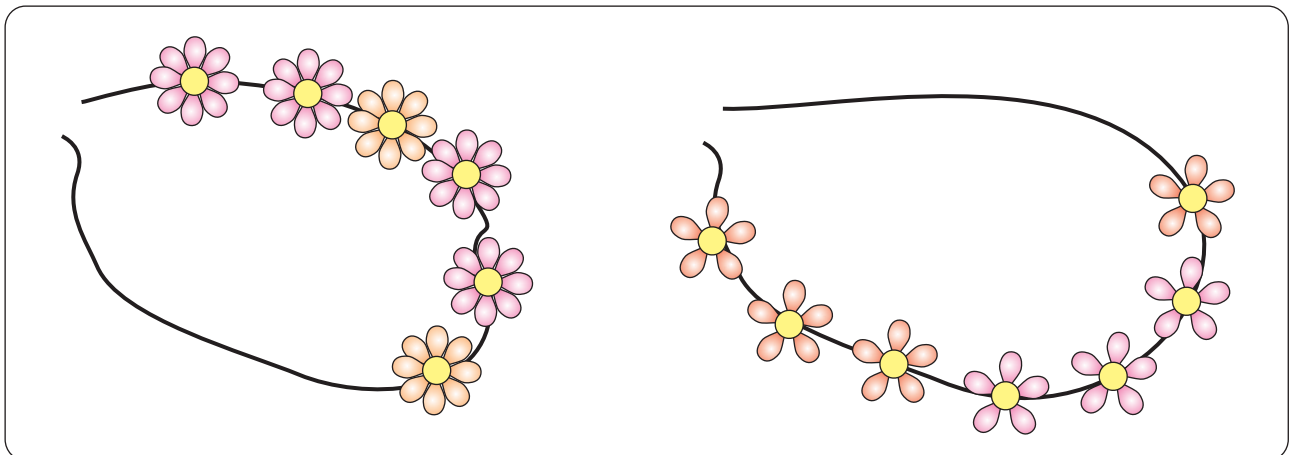


Let's Talk

Look, Shobha is making a garland from these flowers.



You also complete the incomplete garland of flowers.



What things did you keep in mind while completing the incomplete garland above? Tell us.



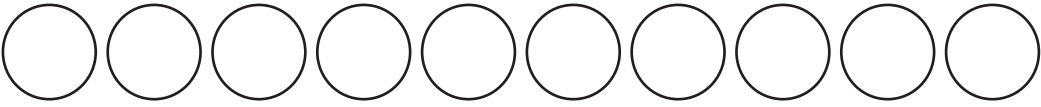
Instruction for Teacher: Discuss with children the pattern made with flowers based on colours.

 Let's Do

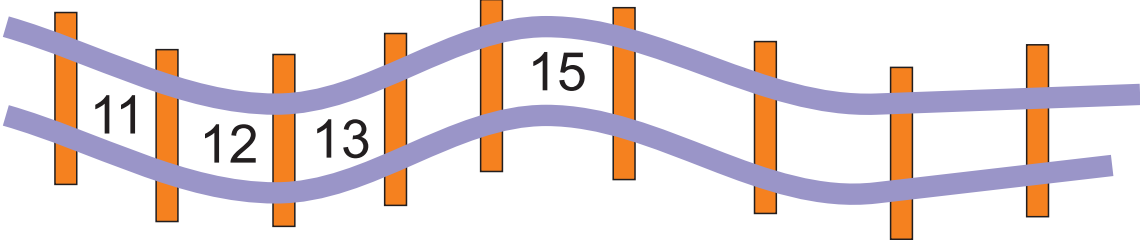
Fill colours in the shapes given below and create your favourite pattern -

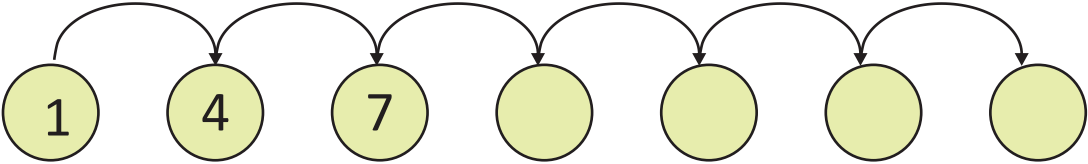


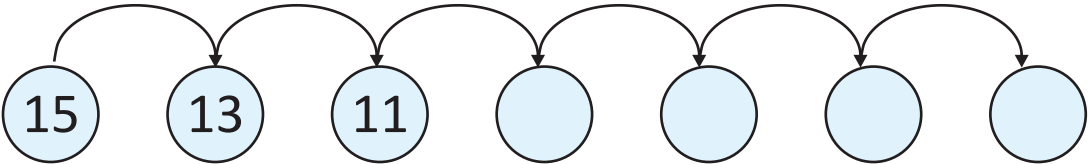




Continue the number **pattern** -

1. 

2. 

3. 

4. 

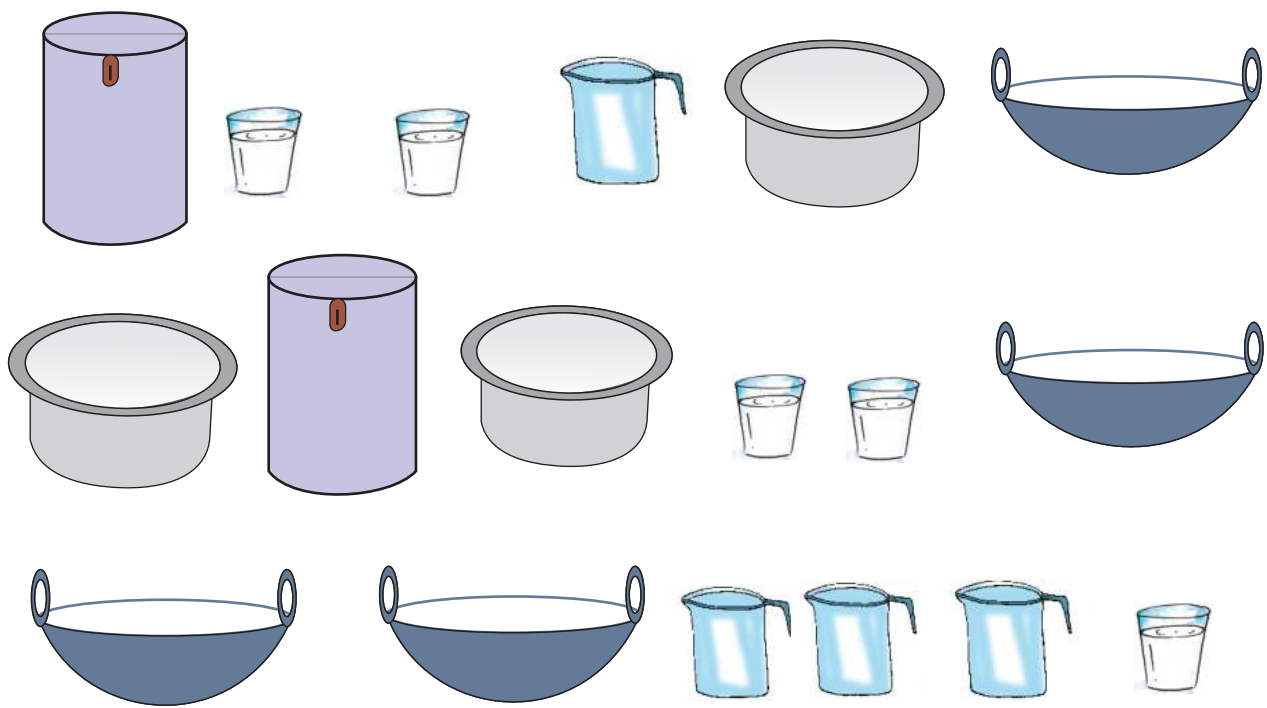
5. 

6. 

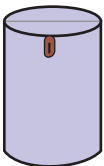
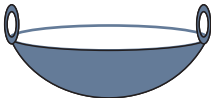
7. 

 Let's Do

Look and tell **how many utensils?**



How did Sushma count the utensils? You also try –

Utensil	Vertical Lines	Total Number
Drum	||	2
Glass 		
Mug 		
Steel Pot 		
Frying Pan 		

 Let's Do

Sushma has some questions in her mind.

Find out by looking at the table –

- Are there more drums or glasses?
- How many more mugs are needed to make the total number 5.
- Which utensil has the highest number?
- Which utensil has the least number?
- Which two utensils are equal in number?
- How many mugs are less than the glasses?

Count the hand pumps, motor cycles, cows and cars you see on the way to your school and write the numbers in the table given below –

Objects Seen	Vertical Lines	Total Number
Handpump 		
Bicycle 		
Cow 		
Car 		

What was seen in the highest number?

What was seen in the lowest number?

 Think and tell

How many copies cover your desk?

How many carpet strips will cover the floor?

How many palms can cover the book?



We learnt and Understood – 3



1. Add and write –

	and		= ₹ _____
	and		= ₹ _____
	and		= ₹ _____

2. Circle (○) the bigger number –

9	6	18	10
12	14	12	4
11	16	13	7

3. Subtract –

$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 8 \\ \hline \end{array}$$

$$18 - 8 = \underline{\hspace{2cm}}$$

$$16 - 6 = \underline{\hspace{2cm}}$$

$$13 - 6 = \underline{\hspace{2cm}}$$

$$14 - 9 = \underline{\hspace{2cm}}$$

$$17 - 8 = \underline{\hspace{2cm}}$$

$$15 - 7 = \underline{\hspace{2cm}}$$

4. How many erasers will fit in the given shape –

..... Erasers

5. Kamli and Paras made pictures using circular, triangular and square shapes –

Kamli made



Paras made



You also make and count them and write them -



Shape	Number of Shapes
Circular	
Square	
Triangular	

Look at the table and tell –

There are triangular shapes. There are square shapes.

The least number is of The most number is of

The triangles are (less/more) than the squares.

The circular shapes are (less/more) than the triangles.

6. Continue the **pattern** –

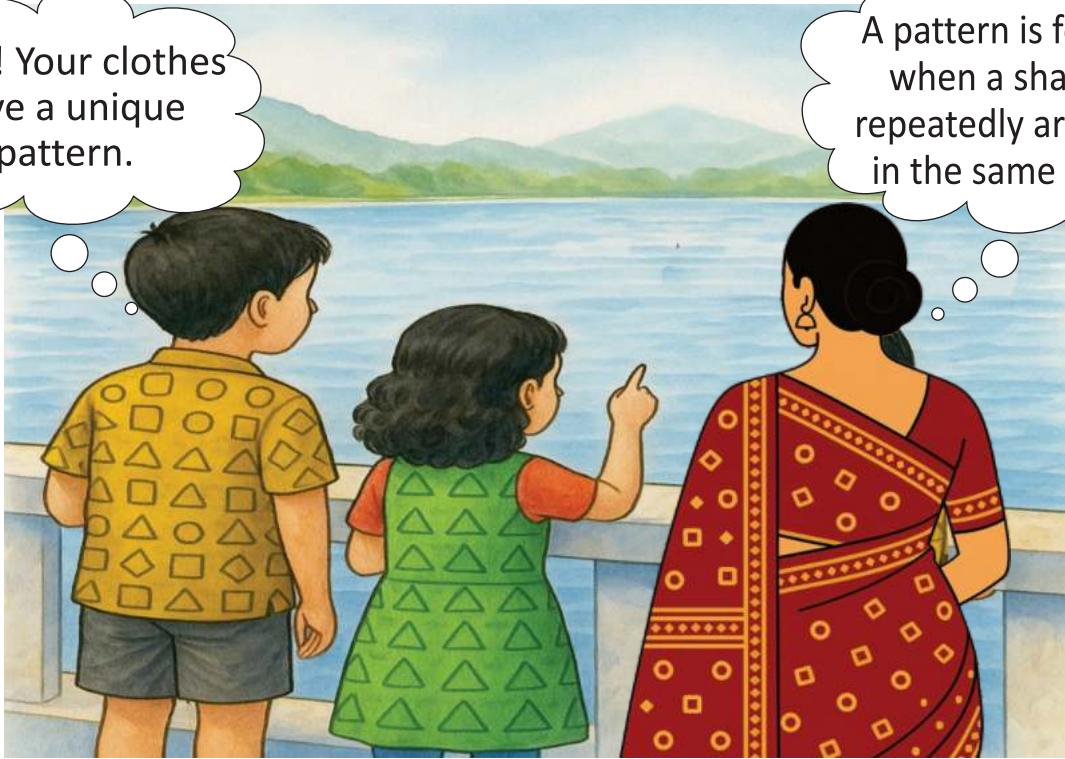


Let's Talk

Alka and Manish are going to visit Fatehsagar lake with their mother.

Wow! Your clothes have a unique pattern.

A pattern is formed when a shape is repeatedly arranged in the same order.



Draw and continue the pattern seen on the clothes of Alka and her mother –

Alka	
Mother	



Manish thought of a game of patterns. He asked Alka to continue the given pattern.

1, 3, 5,,,



What is the big deal in it? You are starting from 1 and jumping by 2 numbers. The pattern will continue like 7,9,11.



Instruction for Teacher: Help children recognize shapes and number patterns and practice creating new patterns.

Let's Do

Identify the pattern and continue it –

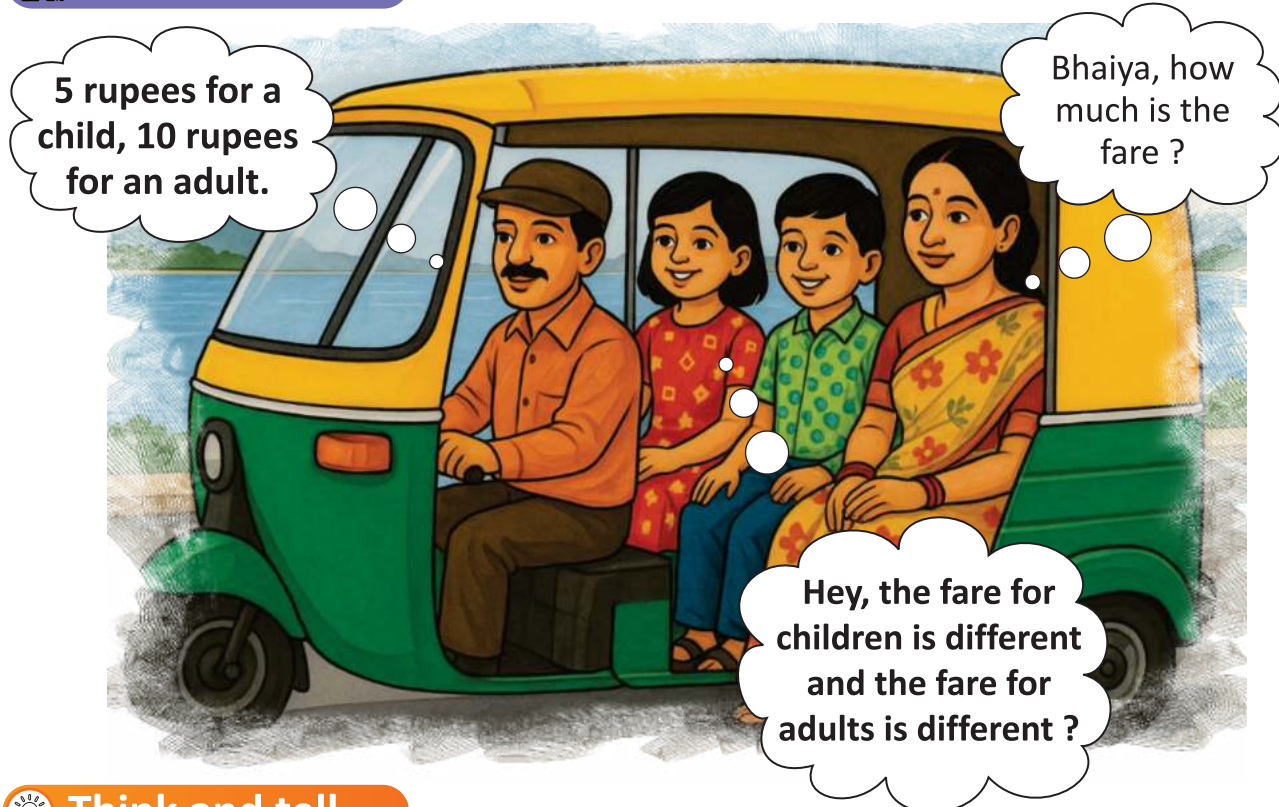
3, 6, 9,,,



.....,,,,,, 7, 8, 9, 10

.....,,,,,, 14, 16, 18, 20

Let's Talk

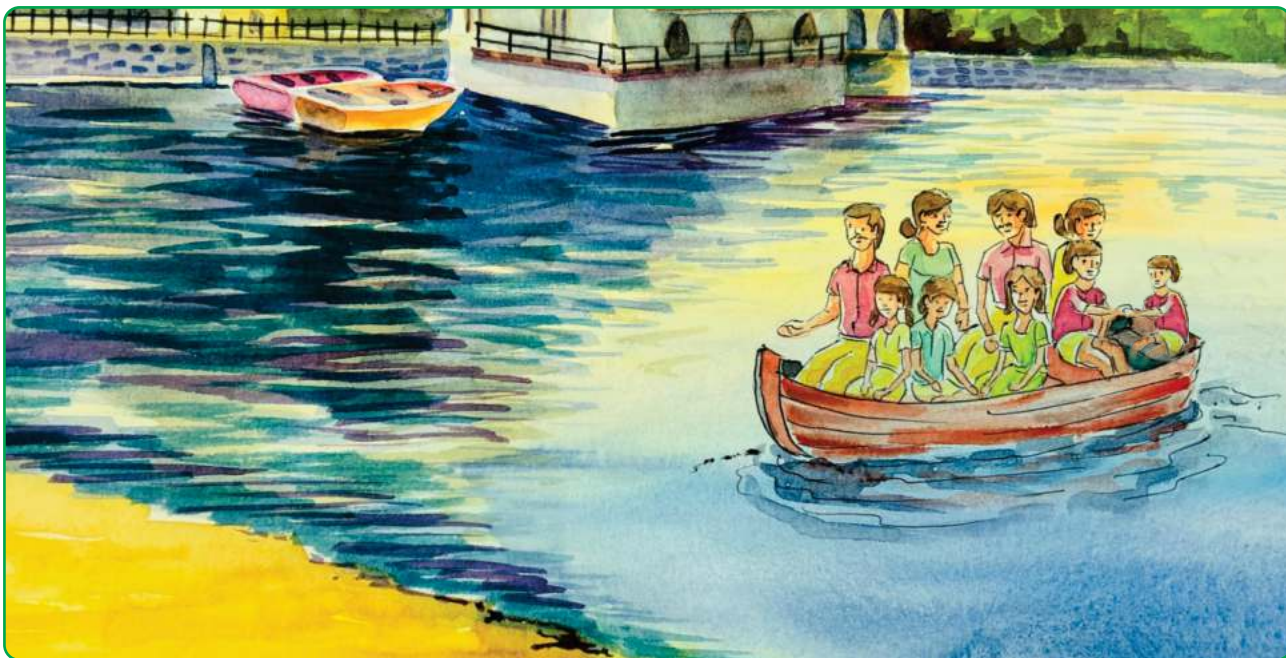


Think and tell

- How much money did the mother pay to the auto driver ?
- If we add the fare of both the children, it will be (less/more/equal) to the mother's fare.

Let's Talk

Now it was time to go for a boat ride in Fatehsagar lake. Alka and Manish boarded the boat with their mother.



How many people are there in this boat?



There are 5 children, 2 women and 2 men in the boat.



Think and tell

1. Find the total number of people riding on the boat?.....
2. How much more are the number of children on the boat than the number of adults?.....

Let's Do

There were already 4 passengers in an auto. If 3 more passengers boarded the auto, then how many passengers are there in the auto now?

20 people were travelling in a bus. 9 people got off. Now how many passengers are left in the bus?.....

7 members of a family sat in one auto and the remaining 6 in another auto. So, tell how many people are there in the family?

 Let's Do

After taking a boat ride in the lake, Manish said, “I am very hungry now.” Mother brought 2 apples each for three of them. Tell how many apples were bought in total?

We can also write in this way – 2 apples + 2 apples + 2 apples = 6 apples
Or 2 + 2 + 2 = 6

Add all the bananas given below and write the total number of bananas.

..... + + + =

Add the balls and write the total number of balls –

..... + + =

Write counting from 1 to 20 in straight order -

1																		20
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----

Write counting from 20 to 1 in reverse order -

20																		1
----	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	---



How many balloons are there in the mother's hand?.....balloons

How many children are there in total?

.....children

Each child got balloons.

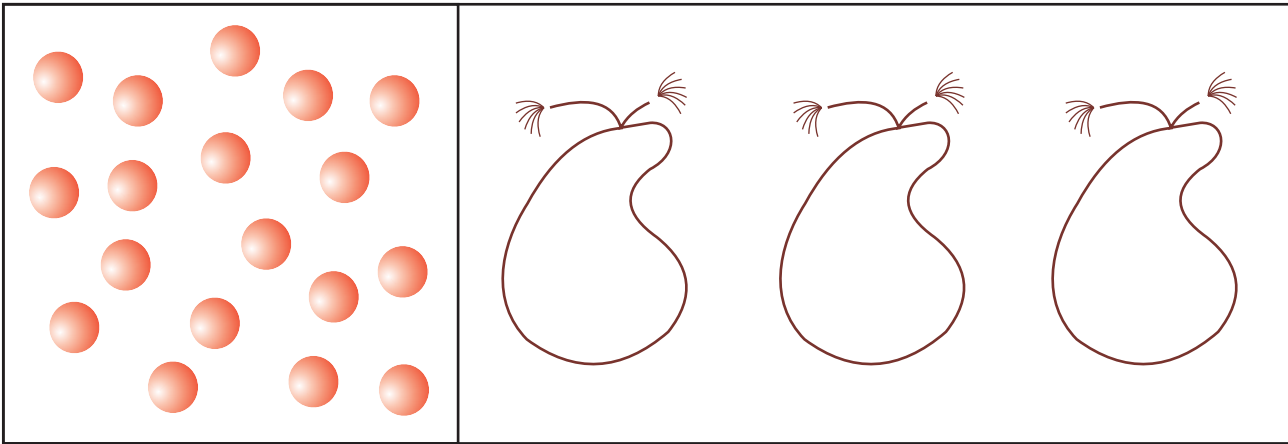
You Can Also Try Dividing Them –

Divide 6 rotis equally between two children.

Each child got rotis.



You have 18 beads. Divide them into 3 equal groups and make a string/mala.

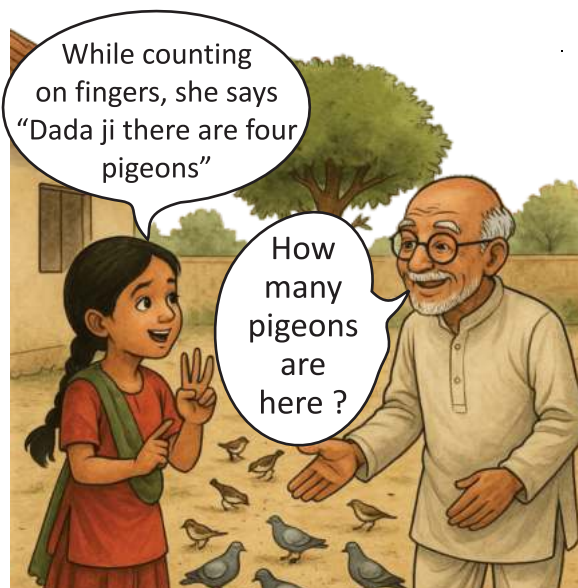


There are beads in each string / mala.



Let's Talk

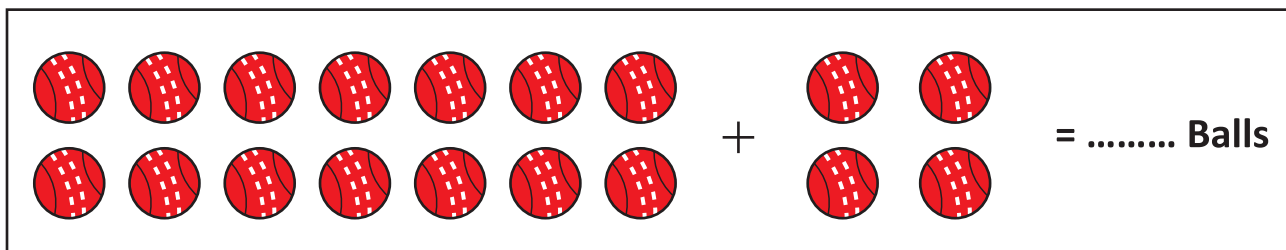
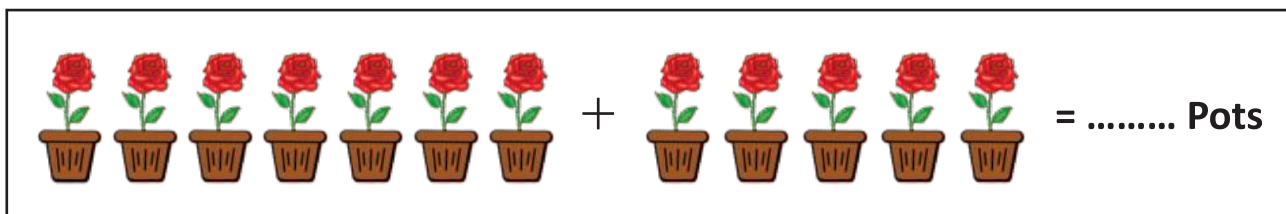
Add and check by using Chhagni's method –



+ = 9	 + = 7
+ = 10	 + = 10
+ = 5	 + = 6
..... + = 9	 + =



Let's Do



Chhagni's Garden -



Answer the following questions after looking at the garden –

1. There are 5 flowers on one rose plant and 4 flowers on another. Tell how many more flowers are there on the first plant than the other one? Flowers
2. While making flower beds, Chhagni made 3 beds and her grandfather made 4 beds. How many fewer beds did Chhagni make? Beds
3. 20 pigeons were pecking grains in the kitchen garden. 2 of them flew away, so how many pigeons are still pecking grains? Pigeons

Together with your friends, find out the number of cabbages in Chhagni's garden.

In one bed   = Cabbages in two beds.

$$\begin{array}{c} \text{cabbage} \end{array} + \begin{array}{c} \text{cabbage} \end{array} = \begin{array}{c} \text{cabbage} \end{array} \begin{array}{c} \text{cabbage} \end{array}$$

$$2 \text{ cabbages } 2 \text{ times} = 2 + 2 = 4$$



Let's Do

In one bed  = Cabbages in three beds.

$$\begin{array}{c} \text{Cabbage} \end{array} + \begin{array}{c} \text{Cabbage} \end{array} + \begin{array}{c} \text{Cabbage} \end{array} = \begin{array}{c} \text{Cabbages} \end{array}$$

$$2 \text{ cabbages } 3 \text{ times} = 2 + 2 + 2 = 6$$

In one bed  = Cabbages in four beds.

$$\begin{array}{c} \text{Cabbage} \end{array} + \begin{array}{c} \text{Cabbage} \end{array} + \begin{array}{c} \text{Cabbage} \end{array} + \begin{array}{c} \text{Cabbage} \end{array} = \begin{array}{c} \text{Cabbages} \end{array}$$

$$2 \text{ cabbages } 4 \text{ times} = 2 + 2 + 2 + 2 = 8$$

In one bed  = Cabbages in five beds.

$$\begin{array}{c} \text{Cabbage} \end{array} + \begin{array}{c} \text{Cabbage} \end{array} + \begin{array}{c} \text{Cabbage} \end{array} + \begin{array}{c} \text{Cabbage} \end{array} + \begin{array}{c} \text{Cabbage} \end{array} = \begin{array}{c} \text{Cabbages} \end{array}$$

$$2 \text{ cabbages } 5 \text{ times} = 2 + 2 + 2 + 2 + 2 = 10$$

Find out the number of tomatoes in Chhagni's garden –

$$\begin{array}{c} \text{Tomatoes} \end{array} + \begin{array}{c} \text{Tomatoes} \end{array} = \begin{array}{c} \text{Tomatoes} \end{array}$$

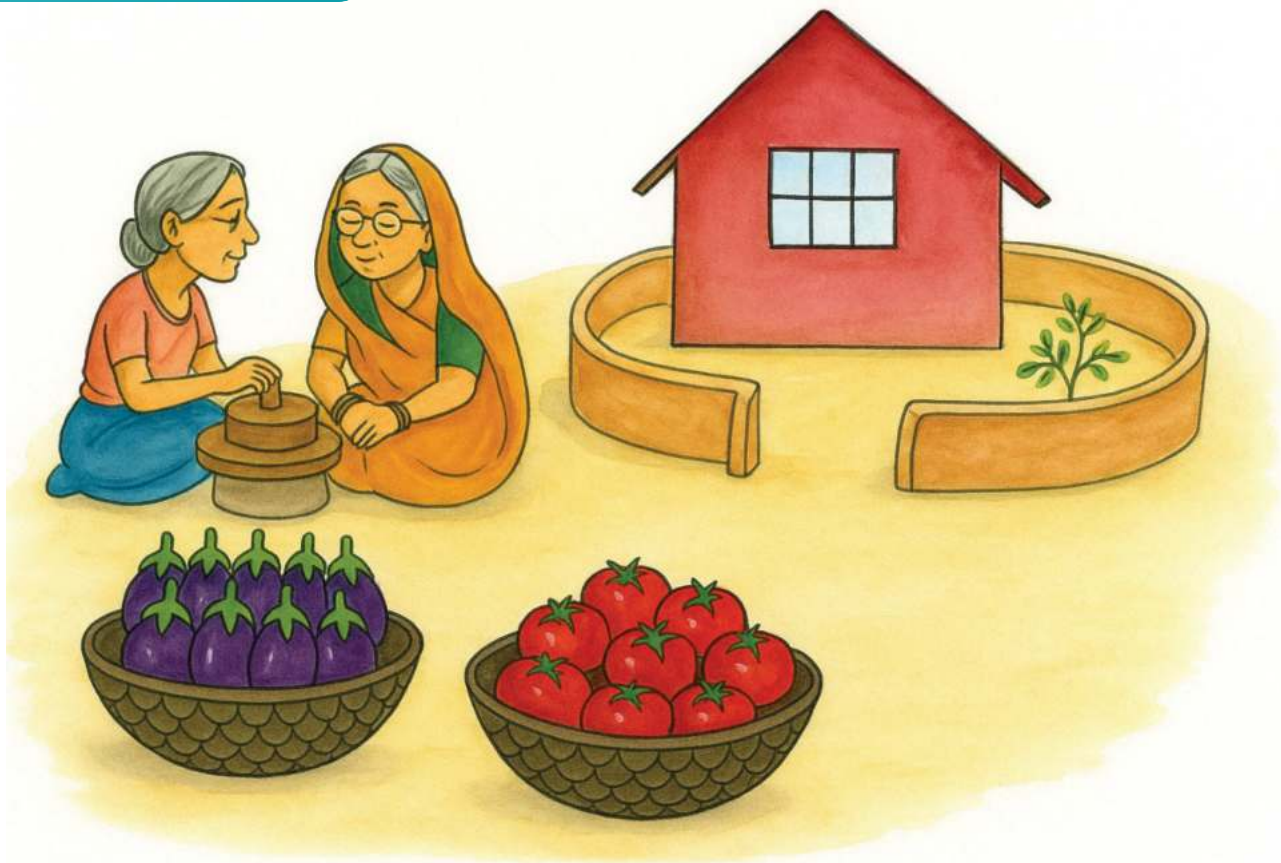
$$\boxed{3} + \boxed{3} = \boxed{6}$$

$$\begin{array}{c} \text{Tomatoes} \end{array} + \begin{array}{c} \text{Tomatoes} \end{array} + \begin{array}{c} \text{Tomatoes} \end{array} = \begin{array}{c} \text{Tomatoes} \end{array}$$

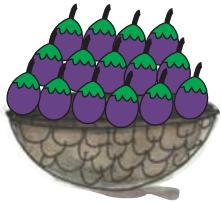
$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

$$\begin{array}{c} \text{Tomatoes} \end{array} + \begin{array}{c} \text{Tomatoes} \end{array} + \begin{array}{c} \text{Tomatoes} \end{array} + \begin{array}{c} \text{Tomatoes} \end{array} = \begin{array}{c} \text{Tomatoes} \end{array}$$

$$\boxed{} + \boxed{} + \boxed{} + \boxed{} = \boxed{}$$



Chhagni plucked 15 brinjals. Grandma asked her to put them equally into three baskets. Help her –



15 brinjals = brinjals + brinjals + brinjals

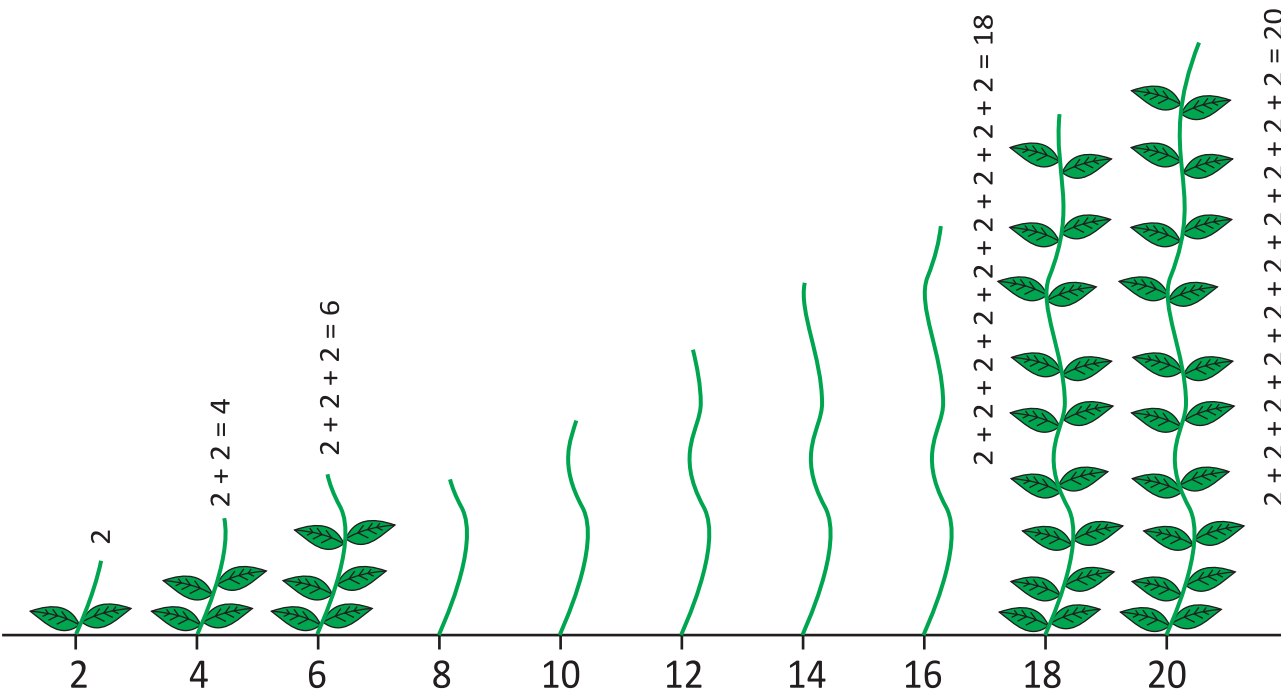
Chhagni plucked 10 tomatoes. Grandma told her to put them equally into two baskets. Help Chhagni –



10 tomatoes = tomatoes + tomatoes

 Let's Do

There are leaves on **10 branches** in the picture –
 On the branches which do not have leaves, make leaves on them in
 a pattern -



Now you complete the table –

2	2
2 + 2	4
2 + 2 + 2	6
.....	
.....	
.....	
.....	
.....	
.....	
.....	



Let's Talk



Count the objects and write the numbers –



Frog –

Umbrella –





Flower –

Raincoat –





Flower pot –



Instruction for Teacher – Make them count and compare the number of objects or pictures available in the surroundings.

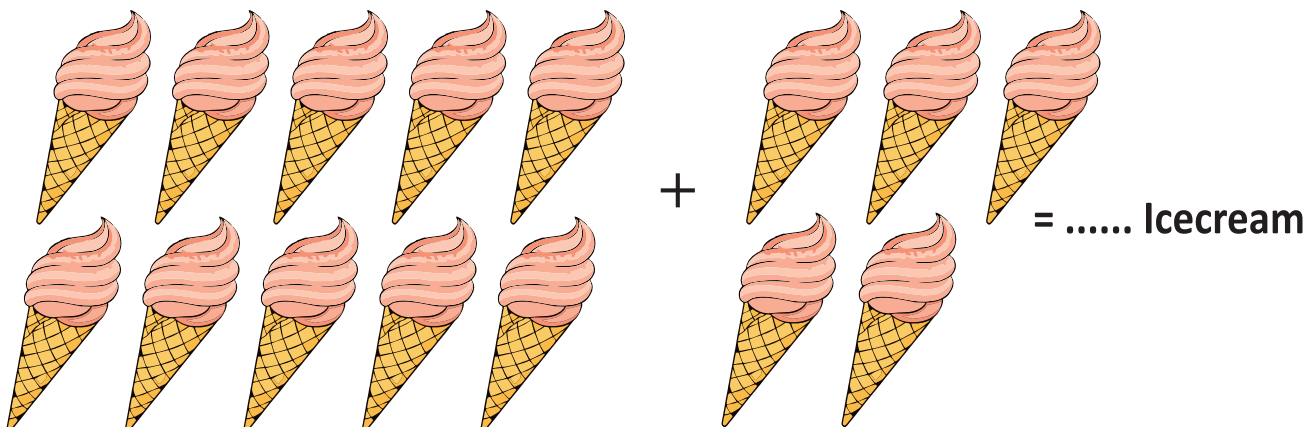
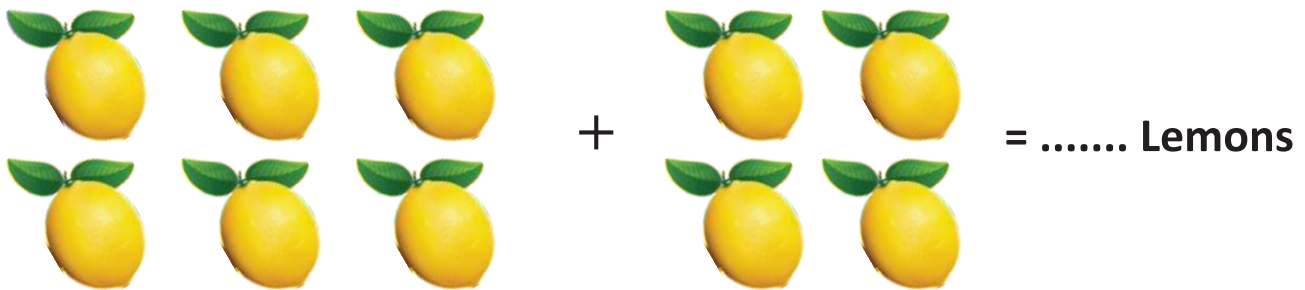
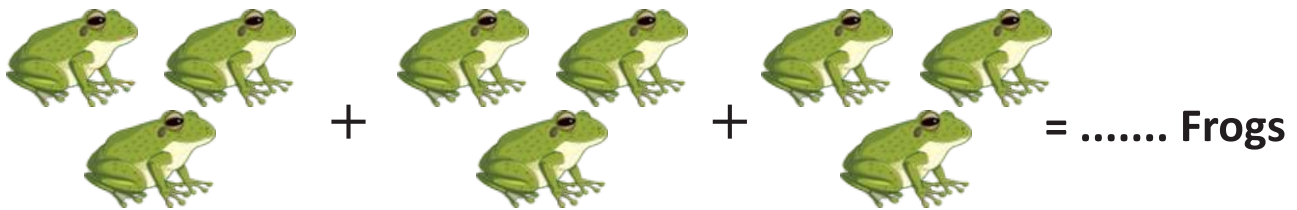


Let's Do

Mark True/ False –

1. Number of frogs is less than number of flowers. ☐
2. The total number of flowers and flower pots is 10. ☐
3. If the number of raincoats were 4 more then it would have been equal to the number of umbrellas. ☐
4. Every frog will get one umbrella. ☐

Add and tell –





Look at the picture and complete the exercise –

1. In one () there are fingers.
2. In two ( ) there are Fingers.

$$5 + 5 = \dots\dots\dots$$

Let's Do

Look, how many socks do we wear –

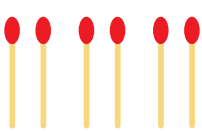
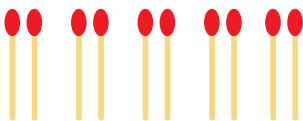
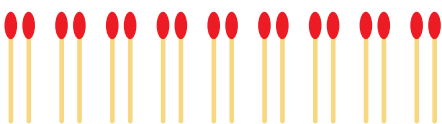
- One person wears = 2 socks.
- Two people wear $2 + 2 = 4$ socks.
- Three people wear = + + = socks.
- Four people wear = + + + = socks.
- Five people wear = + + + + = socks

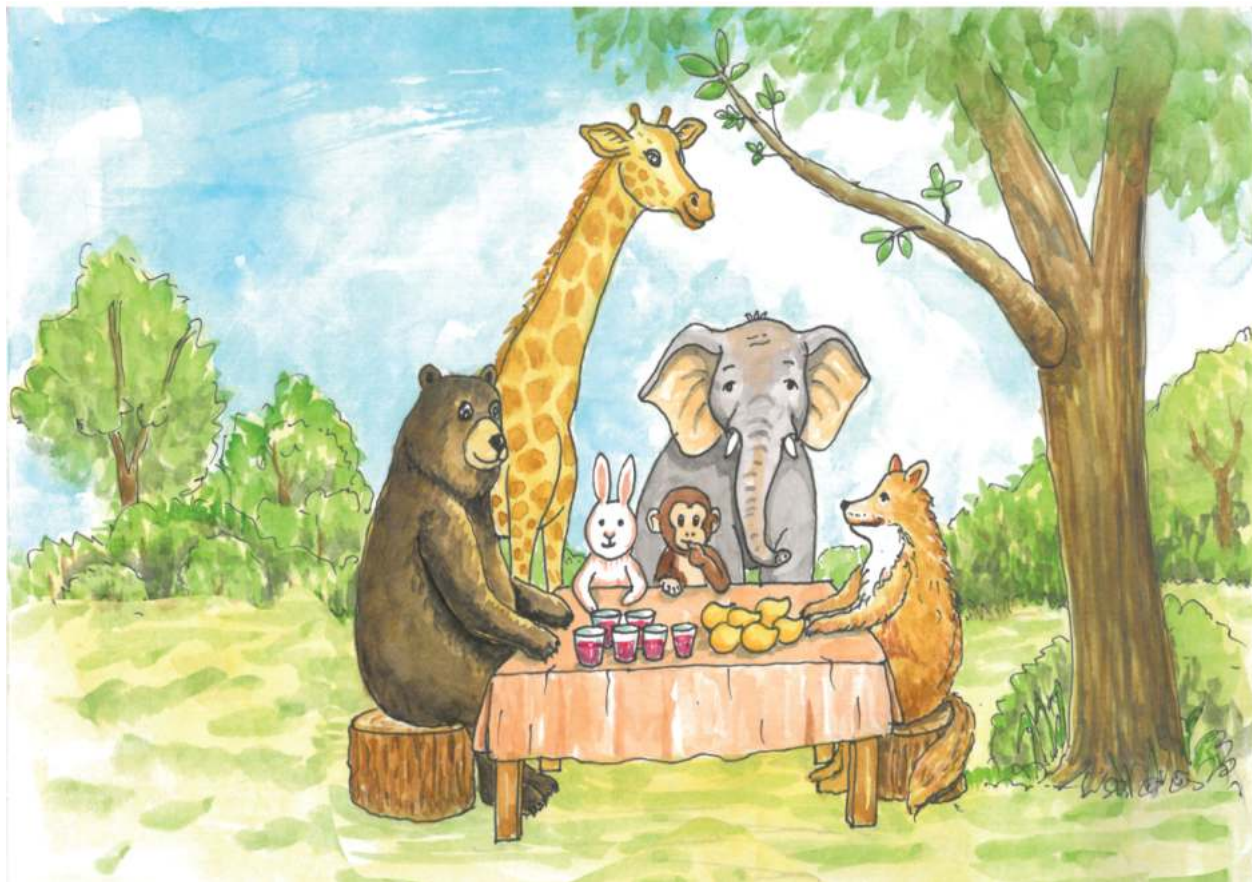
Ten people wear = + + + + + + + + + = socks

Look at the picture and give the sequence according to the daily routine –



Complete the **table** –

2 sticks once		2	2
2 sticks 2 times		2 + 2	.....
2 sticks 3 times		.....	6
2 sticks 4 times		2 + 2 + 2 + 2	.....
2 sticks 5 times		.....	.....
2 sticks 6 times		.....	.....
2 sticks 7 times		.....	.....
2 sticks 8 times		.....	.....
2 sticks 9 times		.....	.....
2 sticks 10 times		.....	20



Try dividing it equally –

1. There are mangoes on the table and these have to be distributed equally among animals. Each will get mangoes.
2. There are glasses of sharbat on the table and these have to be distributed equally among animals.
3. If each of them has to be given two glasses of sharbat, then glasses of sharbat are needed more

 **Think and tell**

Is it fair to divide equally like this ?

An elephant on one hand and a small rabbit on the other.

.....



Let's Talk

Carrots in my bag
10 carrots in my bag
How many carrots ? 10
Tinku rabbit took away 4
6 carrots left



Bananas in my bag
bananas in my bag 8.
How many bananas ? 8
Mantu monkey took away 4
bananas left

Tomatoes in my bag
tomatoes in my bag-12
How many tomatoes ? 12
Chintu parrot took away 3
tomatoes left



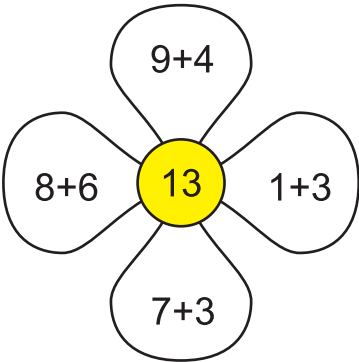
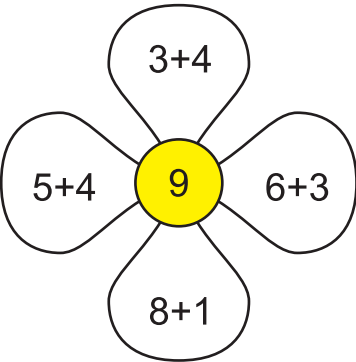
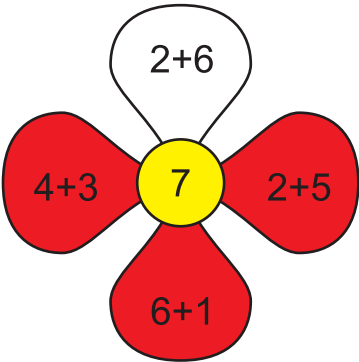
In my bag
.....
.....
.....
.....



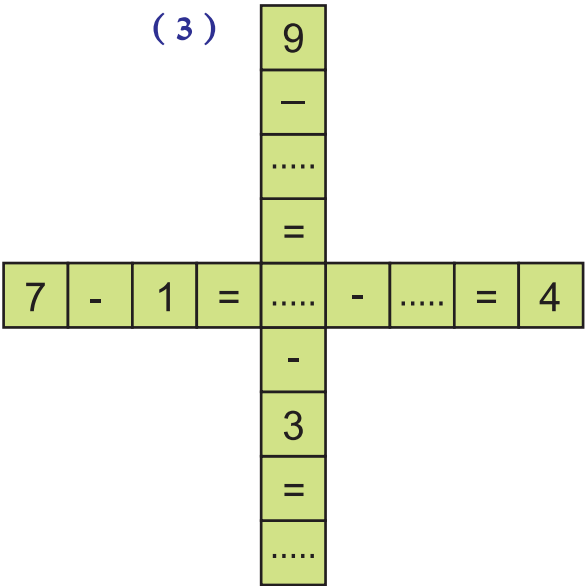
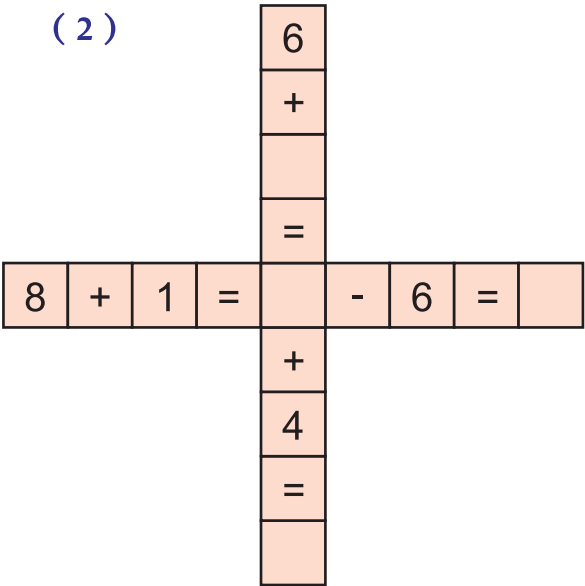
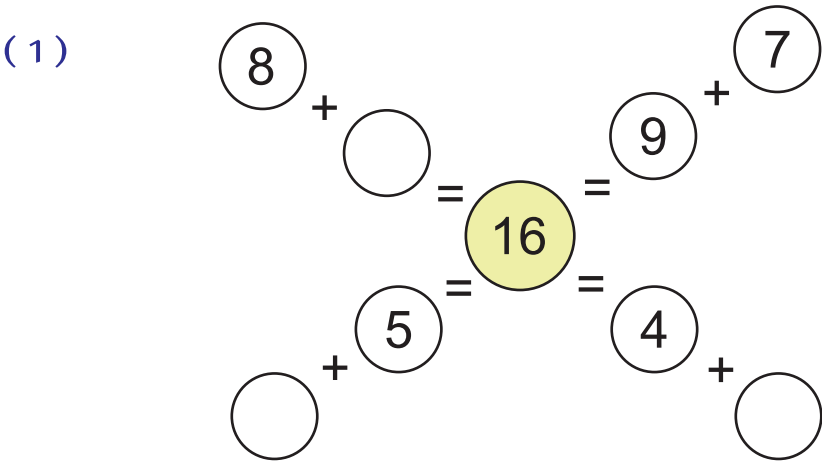
Instruction for Teacher – Sing this song together with the students and complete the song.

 Let's Do

Fill correct answer with **red** colour –



Write the appropriate number in the blank space –



 Let's Do

Subtract –

$$\begin{array}{r} 7 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \\ \hline \end{array}$$

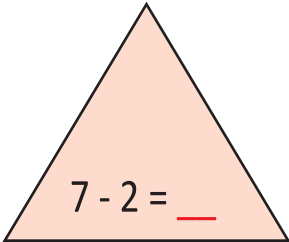
$$\begin{array}{r} 9 \\ - 5 \\ \hline \\ \hline \end{array}$$

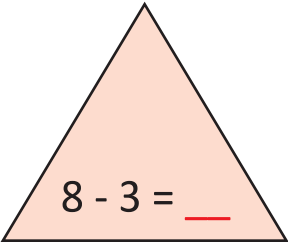
$$\begin{array}{r} 8 \\ - 3 \\ \hline \\ \hline \end{array}$$

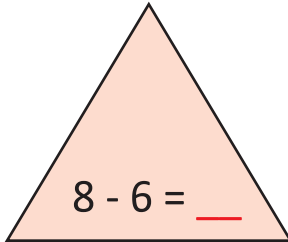
$$\begin{array}{r} 17 \\ - 5 \\ \hline \\ \hline \end{array}$$

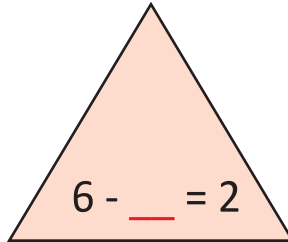
$$\begin{array}{r} 19 \\ - 8 \\ \hline \\ \hline \end{array}$$

$$8 - 4 = 4$$


$$7 - 2 = \underline{\quad}$$


$$8 - 3 = \underline{\quad}$$


$$8 - 6 = \underline{\quad}$$


$$6 - \underline{\quad} = 2$$

Match –

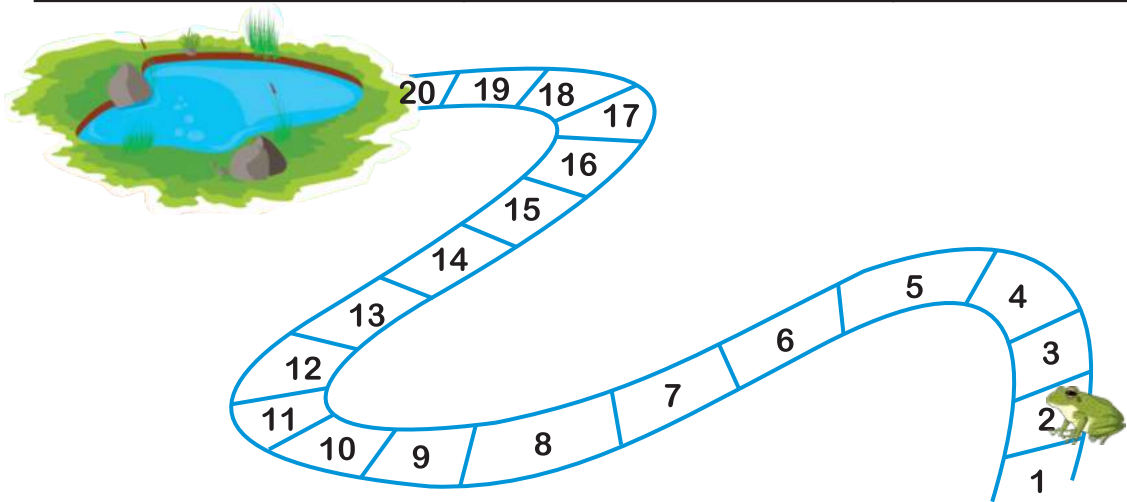
$9 - 6 =$
$8 + 4 =$
$12 - 7 =$
$9 + 0 =$
$11 - 3 =$

12
8
5
3
9

 Let's Do

Solve this too –

$\underline{\hspace{1cm}} - 5 = 3$	$8 - \underline{\hspace{1cm}} = 2$	$9 - 2 = \underline{\hspace{1cm}}$
$7 - \underline{\hspace{1cm}} = 1$	$\underline{\hspace{1cm}} - 5 = 0$	$6 - \underline{\hspace{1cm}} = 2$
$11 - \underline{\hspace{1cm}} = 5$	$\underline{\hspace{1cm}} - 6 = 8$	$7 - \underline{\hspace{1cm}} = 5$



If a frog jumps two blocks in one jump then count and write the number of **jumps of the frog** –

Jump	Where did it reach	Add the jumped boxes
First	2	2
Second	4	2 + 2
Third		
Fourth		
Fifth		
Sixth		
Seventh		
Eighth		
Ninth		
Tenth		

How many fruits to whom –



If 1 bird gets 1 mango, then 4 birds will get mangoes.

If 1 parrot gets 2 mangoes, then 5 parrots will get mangoes.

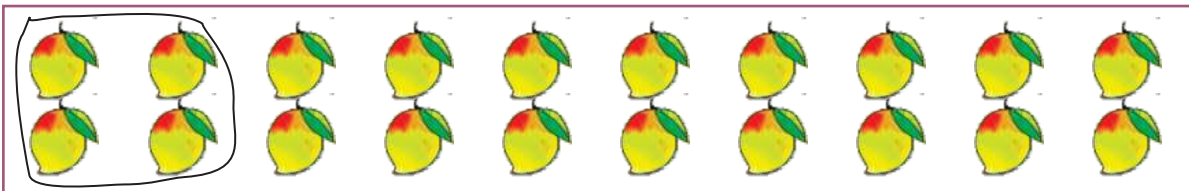
If 1 peacock gets 3 mangoes, then 3 peacocks will get mangoes.

Manoj brought 20 mangoes to distribute among his friends.

If he distributes 2 mangoes to each one of them, then he can distribute the mangoes to friends.



If he distributes 4 mangoes to each one of them, then he can distribute the mangoes to number of friends.

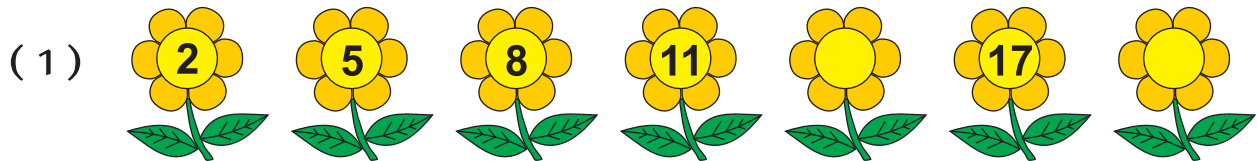




We learnt and Understood – 4



1. Understand the pattern and fill in the blanks –



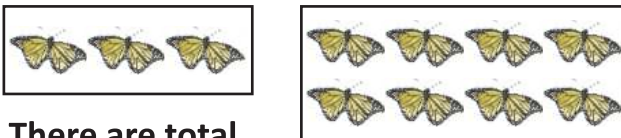
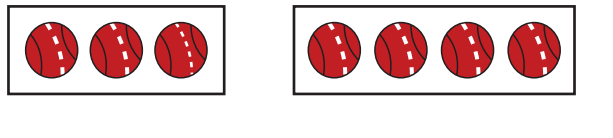
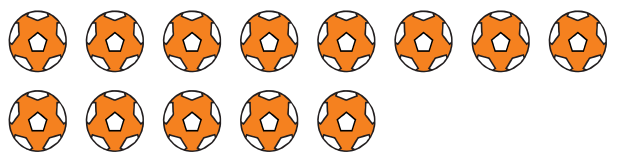
(2) 13, 11, 9,,,

2. Solve –

(A) 5 boys and 11 girls are present in the class. So, total students are present in the class.

(B) If you have books and notebooks in your bag, then there are total.....books and notebooks in your bag.

3. Look and tell –

 There are total..... butterflies in both boxes.	 There are total balls in both boxes.
 8 balls and 5 balls make 8 + 5 equals + =	 3 umbrellas and 9 umbrellas make 3 + 9 equals + =

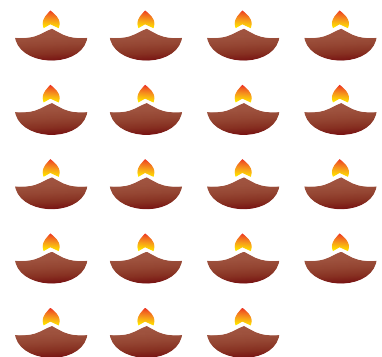
4. Kuku and his home made diyas

Kuku's father made diyas at home.

Count and tell how many total diyas are there?.....diyas

Kuku's father sold 3 diyas.

How many diyas are left now?.....diyas



5. Write the correct number in the blank space –

 +  = 7	 + ---- = 9	----- +  = 8
---	--	---

6. How many legs do all spiders have?

How many total spiders are there in total?.....spiders

How many legs does each spider have?.....legs



Total number of legs =+

..... + + + =legs

7. How many total wheels are there ?

How many trucks are there in total?.....trucks.



How many wheels does each truck have?.....wheels

Total number of wheels =+++ = wheels

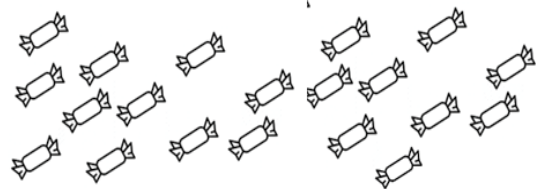
8. Distribute 18 beads equally into three strings and show them in the given picture.



How many beads will be there in each string ? beads

9. Make group of 4 chocolates each, by drawing a circle around them -

A total ofgroups can be made.



10. Parrots and their feet –

Total parrots.

Each parrot has legs.



Total number of legs =+.....+.....+.....+..... = legs.

EXERCISE

EXERCISE
