



Government of Karnataka

# MATHEMATICS

**Text cum Workbook**

**(Revised)**

**English Medium**

**1**

**1<sup>st</sup> Standard**

**KARNATAKA TEXT BOOK SOCIETY (R)**

100 Feet Ring Road,  
Banashankari 3rd stage, Bengaluru-85

## Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF – 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

### **NCF – 2005 has a number of special features and they are:**

- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- learning experiences for the construction of knowledge
- making examinations flexible and integrating them with classroom experiences
- caring concerns within the democratic policy of the country
- make education relevant to the present and future needs.
- softening the subject boundaries- integrated knowledge and the joy of learning
- the child is the constructor of knowledge

The new books are produced based on three fundamental approaches namely.

Constructive approach, Spiral approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand, they

help the learner in the total development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

Mathematics is essential in the study of various subjects and in real life. NCF 2005 proposes moving away from complete calculations, construction of a framework of concepts, relate mathematics to real life experiences and cooperative learning.

Many students have a maths phobia and in order to help them overcome this phobia, jokes, puzzles, riddles, stories and games have been included in textbooks. Each concept is introduced through an activity or an interesting story at the primary level. The contributions of great Indian mathematicians are mentioned at appropriate places.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Textbook Society in producing these textbooks.

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## Chairperson's note to teachers

This First Standard Mathematics Textbook is prepared according to the revised syllabus based on NCF, 2005. The basic feature highlighted in NCF (2005) and seriously adopted in this textbook is that “The child is the constructor of his/her own knowledge”. The focus in this textbook is on **experiential learning** which is based on both **hands on** and **minds on** activities.

The introduction of new mathematics syllabus and textbooks should be always backed up by a wealth of activities, illustrations and problems through which children can play and explore mathematics. There is no better guidance than well chosen illustrations that appeal to the intuition and focus the imagination and through which the child can construct his/her own mathematical knowledge. Such self-discovery leads to a much deeper understanding and a confidence in the subject, which the children can never forget and upon which he/she can build further.

The First Standard Mathematics Textbook is designed keeping all the above mentioned facts in view and also the intellectual development of children at that age level. Considering the point that the children are at **concrete operation stage** during this age, a large store of pictures are provided, which represent real life objects and situations. As mathematics is a very challenging and vibrant subject connected to the real world at every level, these illustrations help children to connect mathematics with real life situations. They also provide opportunities for children to indulge in challenging and exciting tasks of discovery and creativity as well.

Mathematics teaching should be child-centred and also learning-centred. It is the responsibility of the teachers to generate interest and stimulate enthusiasm in the subject. Teachers are expected to play the role of facilitators and create constructive learning environments with the help of illustrations suggested in this textbook and many more similar to or beyond them.

Hope that the material presented in this textbook will trigger the imagination, thinking and reasoning skills in children and support them to construct meaningful mathematical knowledge. Constructive suggestions for further improvement of this textbook are always welcome.

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## About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisation were also invited for discussions. Thus, on the basis of all inputs received from various sources, the textbooks have been revised where ever necessary.

Another very important aspect has to be shared here. We constituted three expert

committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central school. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also due to the subject experts and to the associations who gave valuable suggestions.

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## Contents

<b>Sl. No.</b>	<b>lesson</b>	<b>Page No.</b>
1.	Spatial Understanding	1-15
2.	Solids Arounds Us	16-24
3.	Digits (1-9)	25-62
4.	Zero	63-66
5.	Addition (Sum not more than 9)	67-77
6.	Subtraction	78-85
7.	Number 10	86-98
8.	Units and Tens	99-103
9.	Number 11 to 20	104-116
10.	Addition (Sum not more than 20)	117-121
11.	Subtraction (difference not more than 20)	122-124
12.	Number 21 to 99	125-145
13.	Mental Arithmetic	146-151
14.	Money	152-168
15.	Length	169-182
16.	Weight	183-188
17.	Time	189-199
18.	Data Handling	200-203
19.	Patterns	204-208

## LESSON-1

### Spatial Understanding

**After studying this unit, you can**

- ☞ use the vocabulary of spatial relationship such as, top-bottom, on-under, inside-outside, above-below, near-far, before-after.

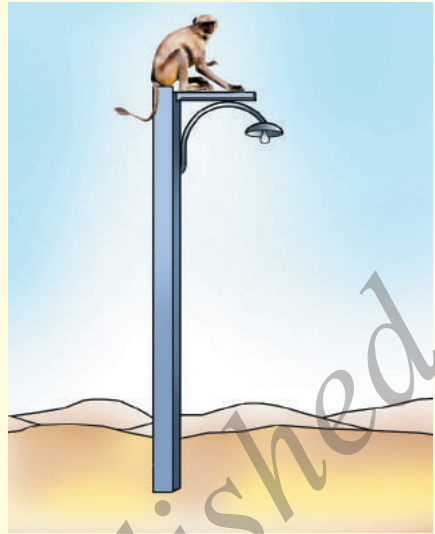
#### Top - Bottom

Anant is painting at the **top** of the building.



Bird is sitting at the **top** of the tree.

Monkey is sitting at the **top** of the pillar.



Fire is touching the **bottom** of the pot.

Milk is at the **bottom** of the glass.





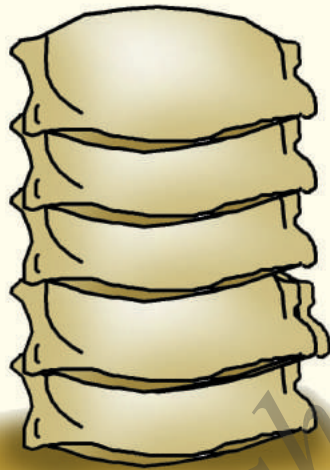
Hole is at the **bottom** of the pot.

Flower is at the **top**.  
Pot is at the **bottom**.



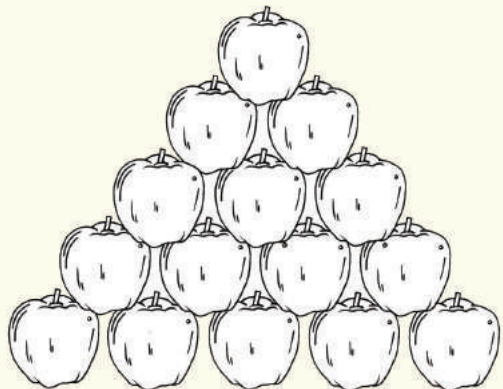
Tick (✓) the pot at the **bottom**.

Tick (✓) the sack  
at the **top**.



Tick (✓) the disc at  
the **bottom**.

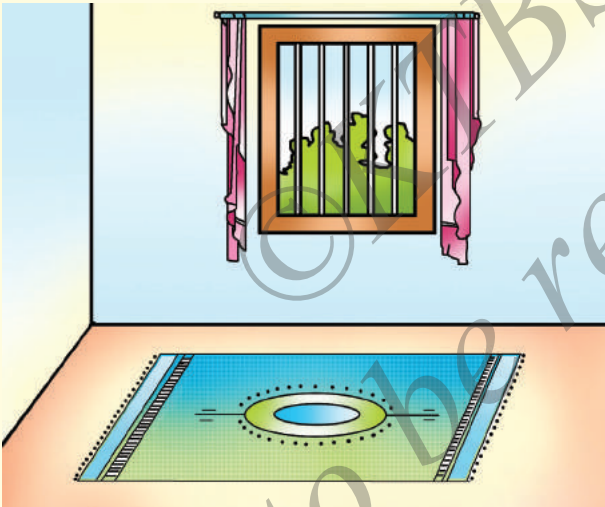
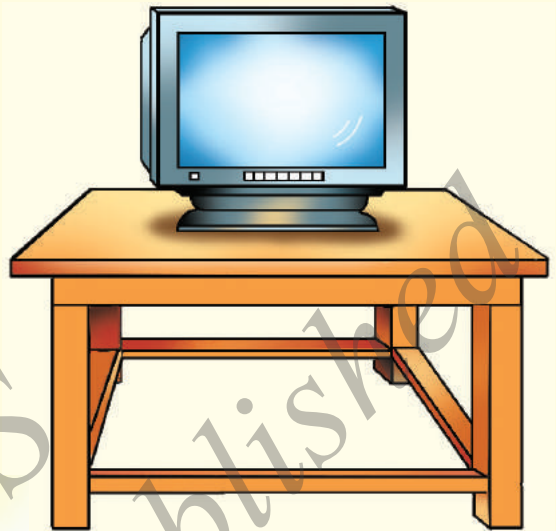
Colour the apple at the  
**top**.





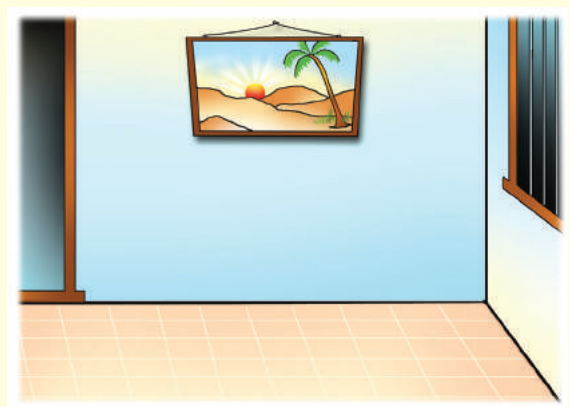
## On - Under

Television is **on** the table.

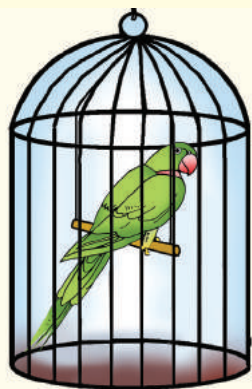
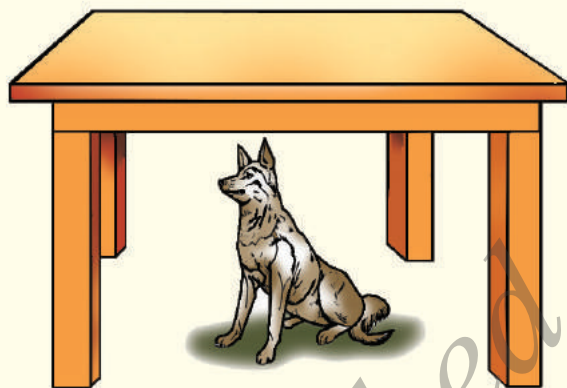


Mat is **on** the floor.

Photograph is **on** the wall.



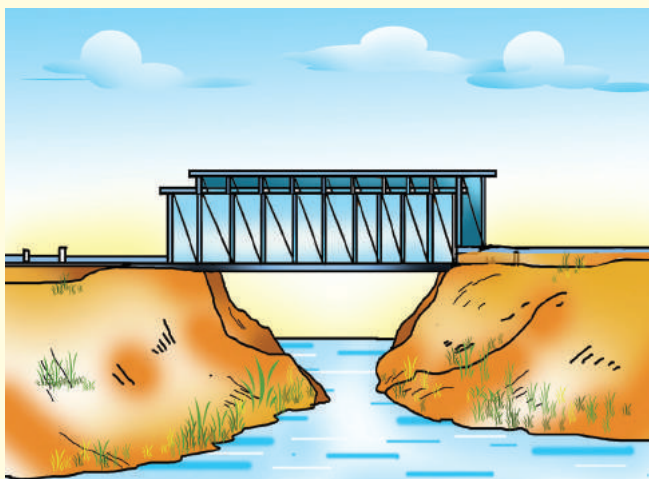
Dog is **under** the table.



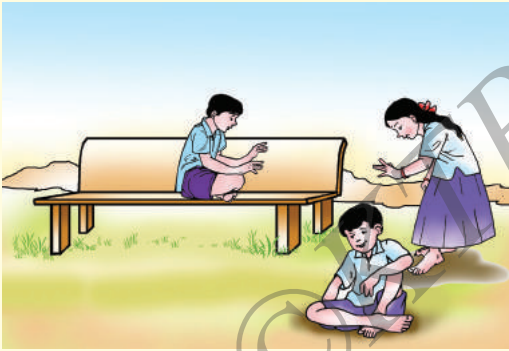
Cat is **under** the cage.



River is flowing **under** the bridge.

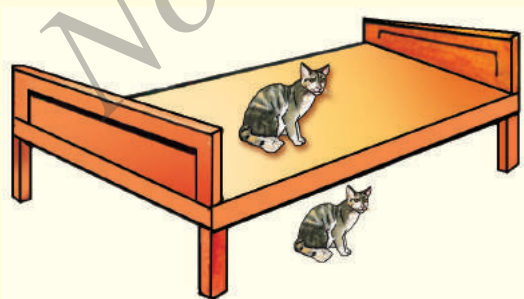


Tick (✓) the vase **on** the table.



Tick (✓) the boy sitting **on** the bench.

Colour the lamps **under** the staircase.



Tick (✓) the cat **under** the cot.

## Inside-Outside

Fruits are **inside** the basket.  
Leaves are **outside** the basket.



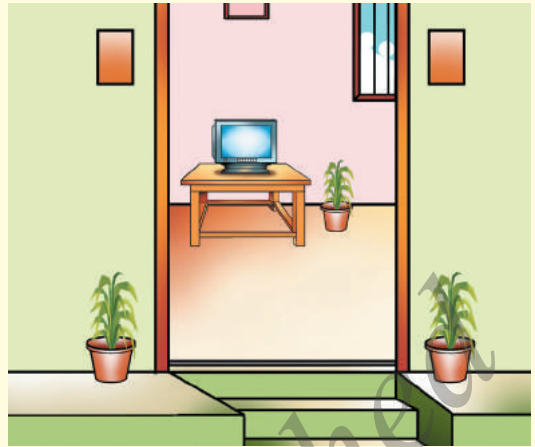
Mother is **inside** the house.  
Father is **outside** the house.

Chickens are **inside** the basket.

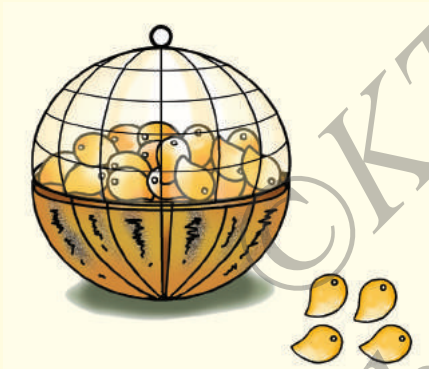


Tick (✓) the dog **inside** the kennel.

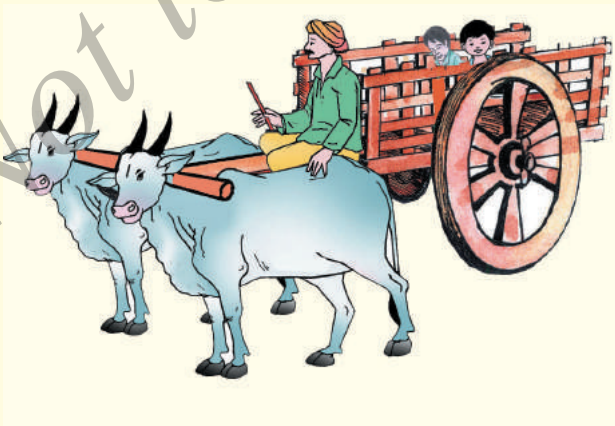
Tick (✓) the flowerpot **inside** the house.



Tick (✓) the fruits **inside** the basket.



Tick (✓) the children **outside** the cart.



## Above - Below

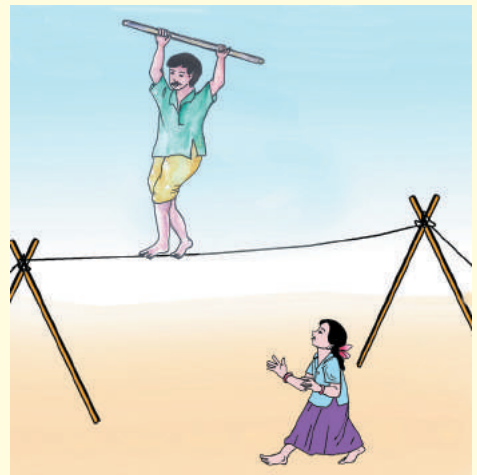
Eyes are **below** the eyebrows.  
Mouth is **below** the nose.  
Nose is **above** the mouth.  
Eyebrows are **above** the eyes.



Lamp is **above** the table.  
Table is **below** the lamp.

A circus artist is holding the rod **above** his head.

A girl is watching from **below**.







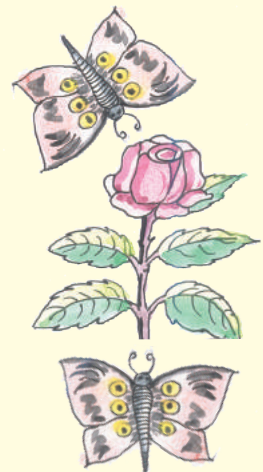
Tick (✓) the bird flying **above** the tree.

Colour the ball **above** the head of the Joker.



Tick (✓) the bird flying **below** the kite.

Tick (✓) the butterfly **below** the flower.



## Near-Far

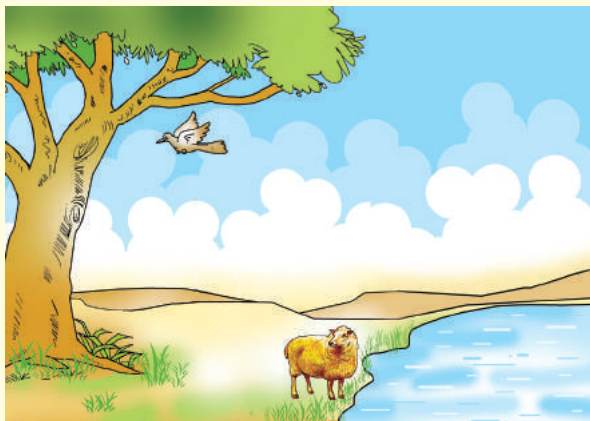
Mother is **near** the child.  
Moon is **far** away from the child.



Ravi is standing  
**near** the swing.

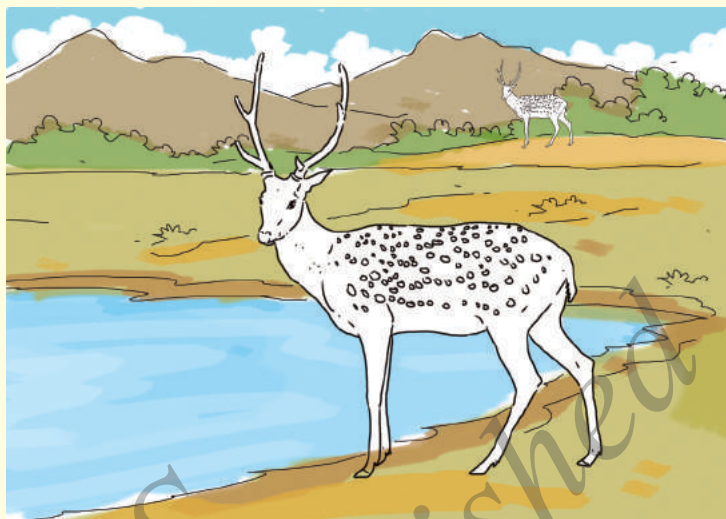
Mary is standing **far**  
from the swing.

Bird is **near** the tree.  
Sheep is **far** from the tree.  
Sheep is **near** the pond.  
Bird is **far** from the pond.



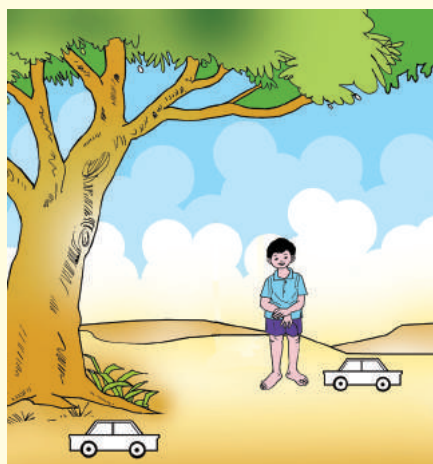


Colour the deer  
**near** the pond.



Colour the butterfly **far**  
from the flower.

A boy is playing with 2 cars. Colour  
the car **near** him green and the car  
**far** from him blue.



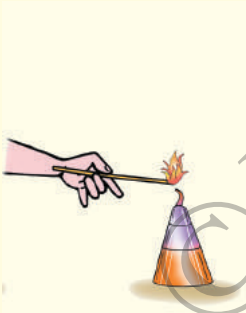
## Before - After



Candle **before** lighting.



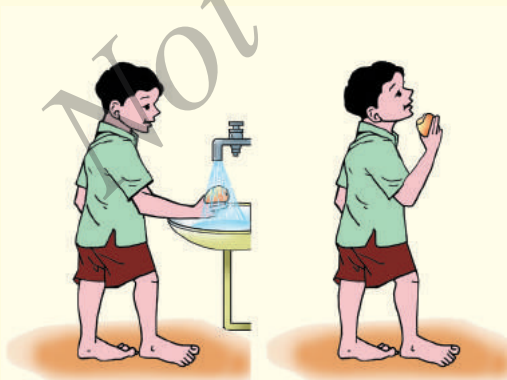
Candle **after** lighting.



Flowerpot **before** lighting.



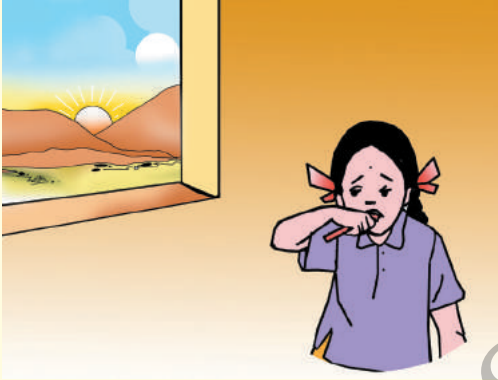
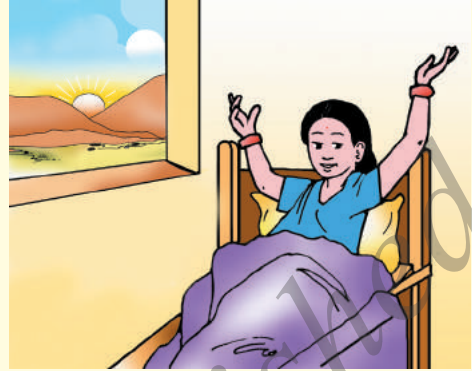
Flowerpot **after** lighting.



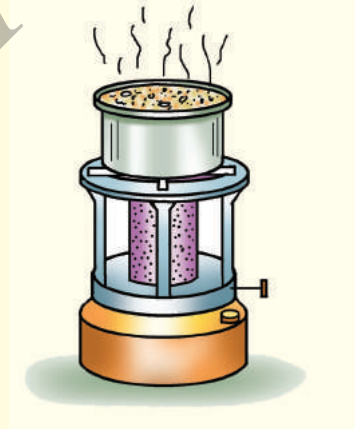
Wash the mango **before** eating.

Eat the mango **after** washing.

Tick (✓) the activity that comes **before**.

☐☐

Tick (✓) the activity that comes **after**.

☐☐

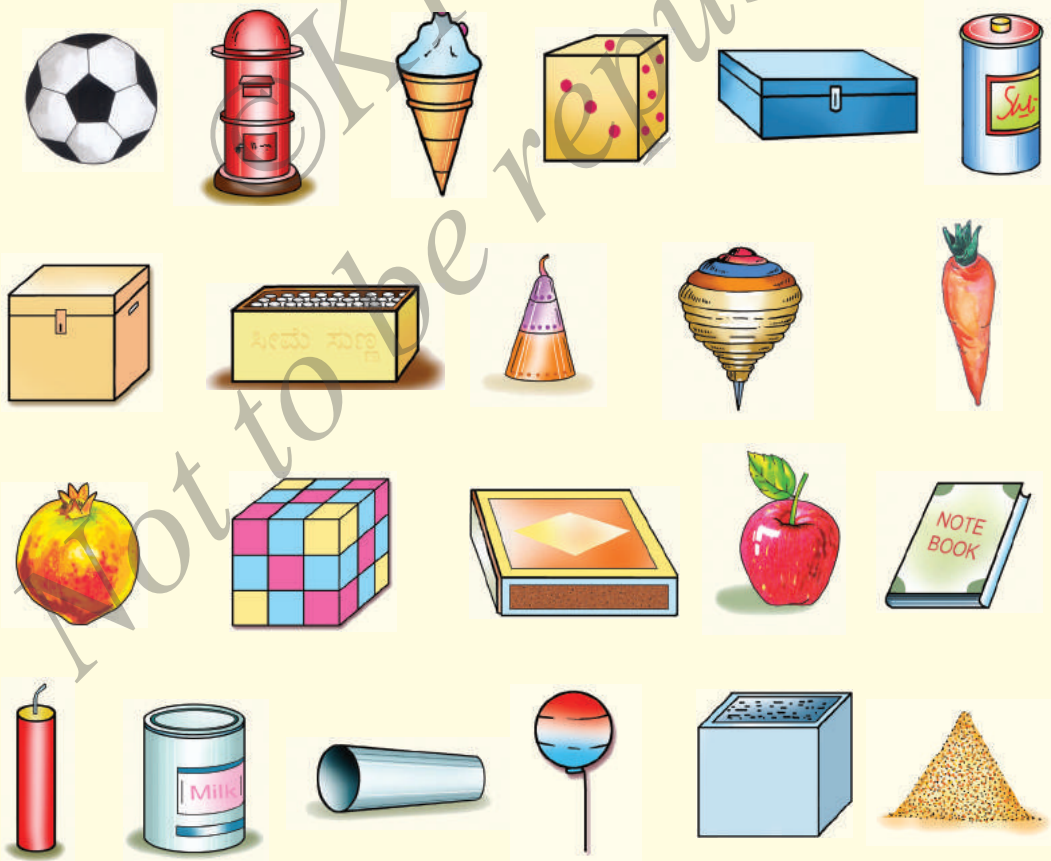
## LESSON-2

### Solids Around Us

**After studying this unit, you can**

- ☞ sort and classify objects based on their shapes.
- ☞ observe and explain how the shapes affect the movement of objects like rolling and sliding.
- ☞ identify two dimension flat objects with shapes such as square, triangle, rectangle and circle.
- ☞ draw free hand figures of triangles, rectangles, squares and circles.

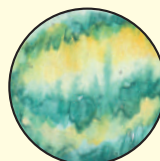
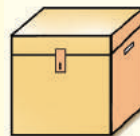
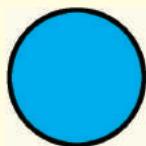
**Look at the pictures given below.**



Objects of the same shape can be grouped. Observe the following.

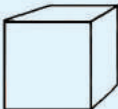



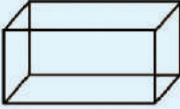


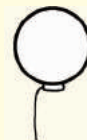
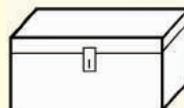
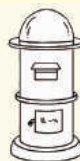
Objects of the same shape can be grouped. Observe the following. Match the objects of same shape.



### Sorting Shapes

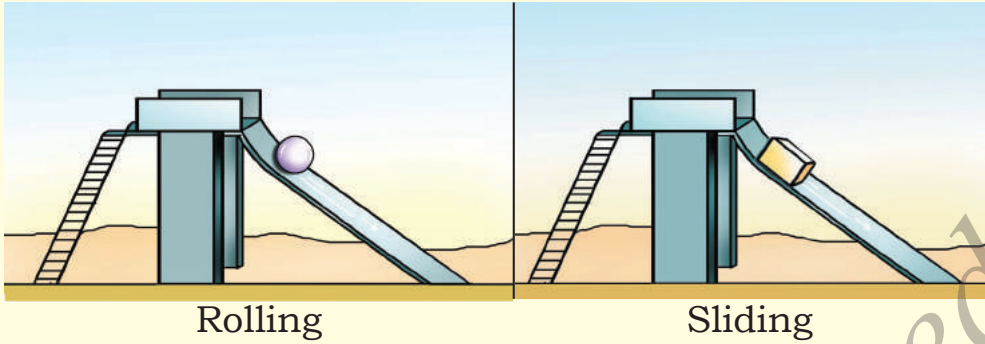
Colour the same shapes, with the same colours as directed.

				
Red	Blue	Green	Yellow	Pink

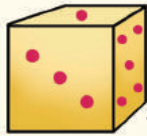




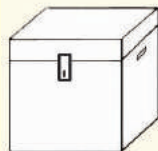
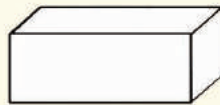
## Movement of objects



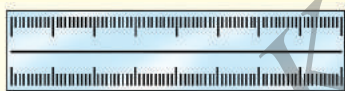
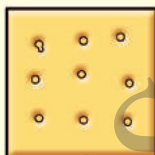
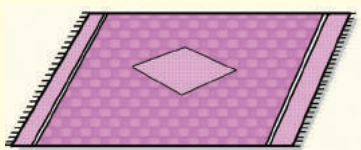
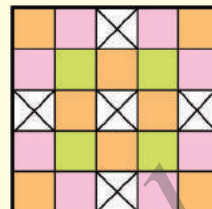
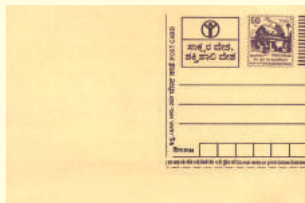
Tick (✓) the object that **rolls**.



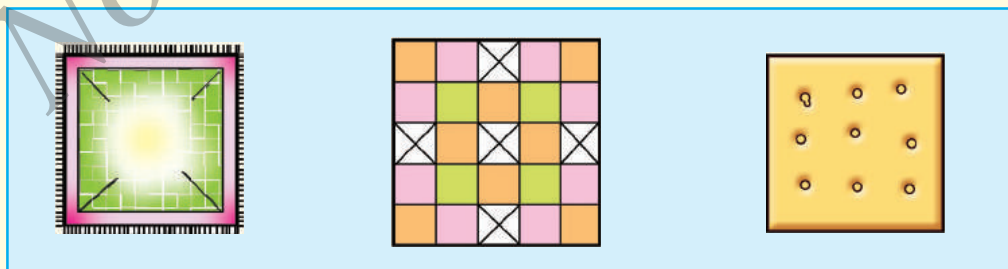
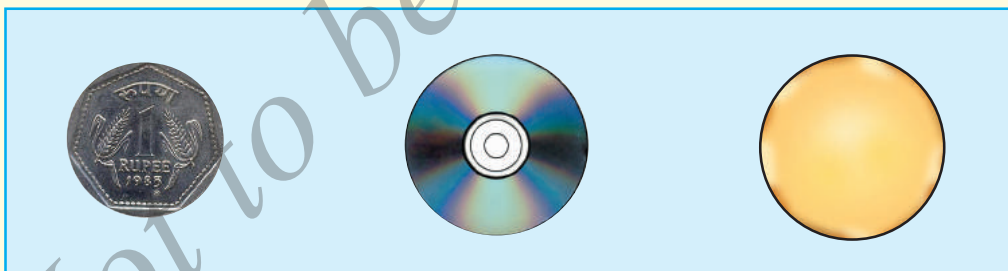
Colour the objects that **slide**.



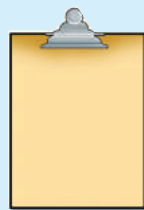
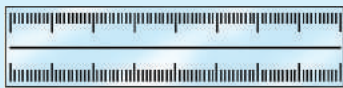
Observe the shape of top surface of the given objects.







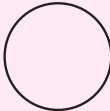






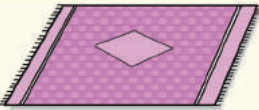
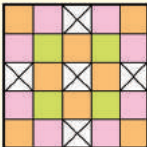

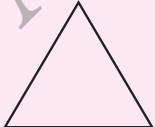

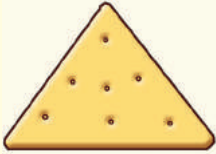


Objects of the same shape have been grouped. Observe them.





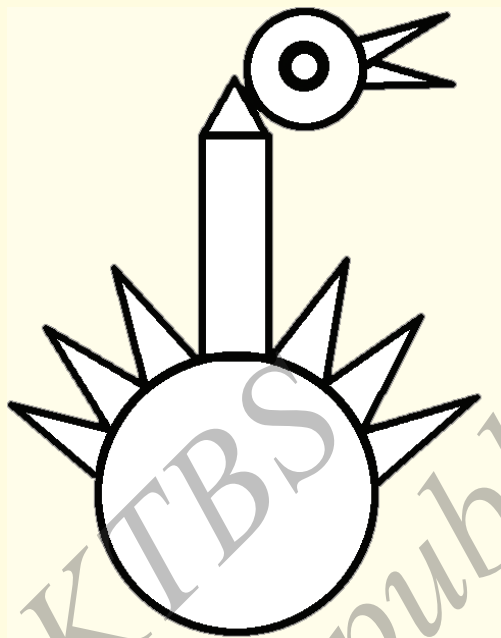


Tick (✓) the shape which is similar to the given shape.

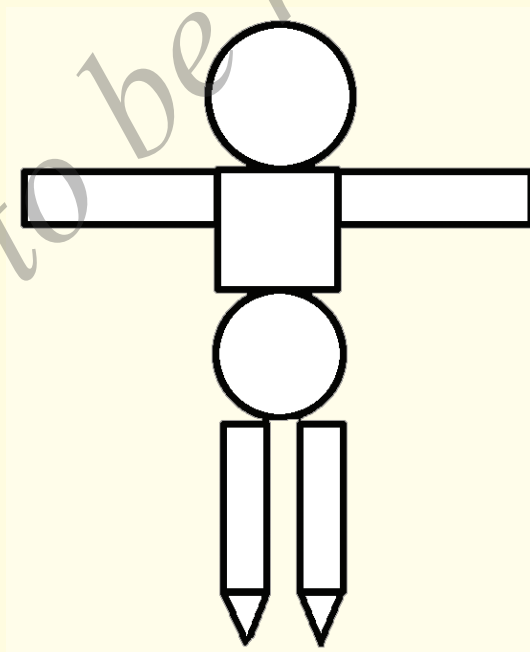
	  
	   
	   
	   

Colour the different shapes by different colours.

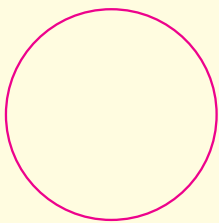
1)



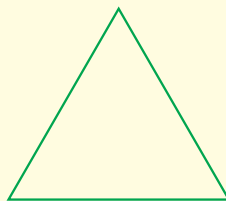
2)



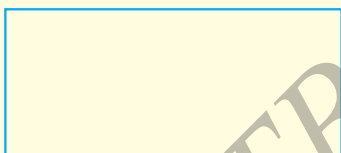
**Observe the shapes given below and their names. Repeat the names.**



**Circle**



**Triangle**

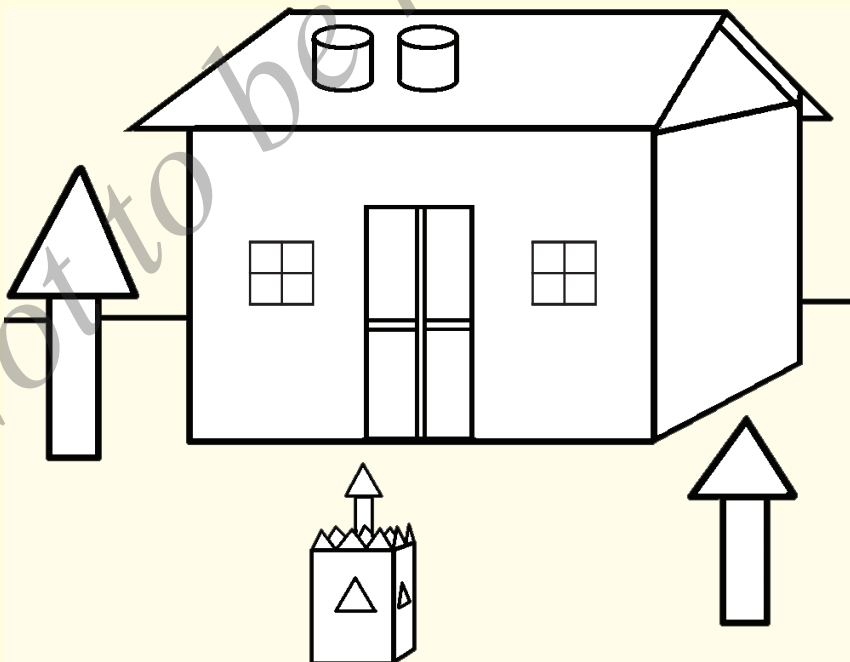


**Rectangle**

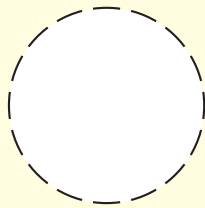


**Square**

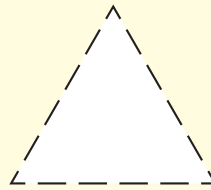
**Colour ○ with red, △ with green, □ with yellow, □ with brown.**



**Join the dots and complete the picture.**



**Circle**



**Triangle**



**Rectangle**



**Square**

**Draw the above shapes (free hand) and practice.**

## LESSON-3

### Digits (1-9)

**After studying this unit, you can**

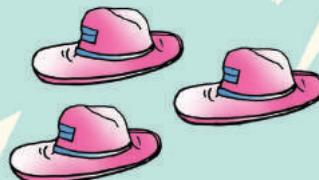
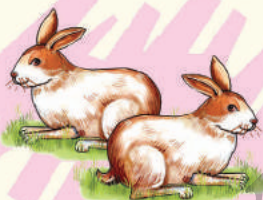
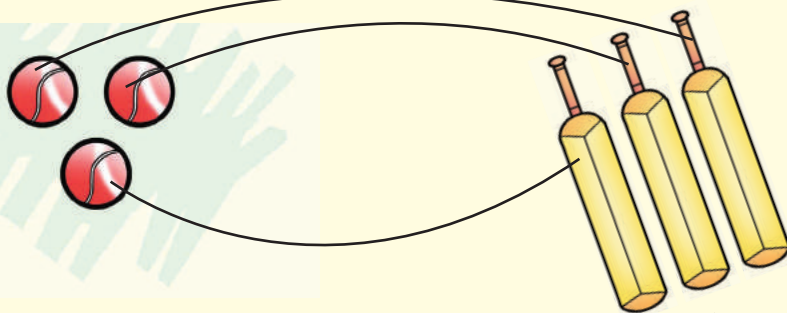
- ☞ match the objects having equal number.
- ☞ identify more-less.
- ☞ count objects from 1 to 9.
- ☞ identify, read and write numbers from 1 to 9.
- ☞ identify and write before and after number.

**Observe the trees, birds, ants, balloons, ducks, children ..... in the picture given below. How many of them are there ?**

**Let us learn about this.**



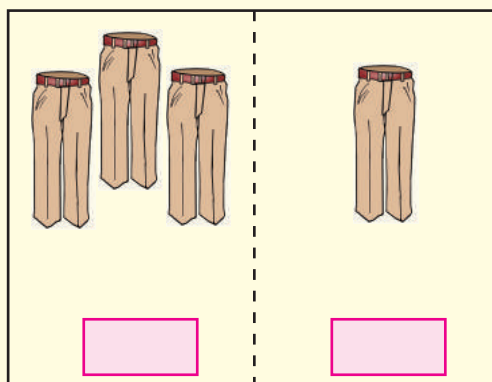
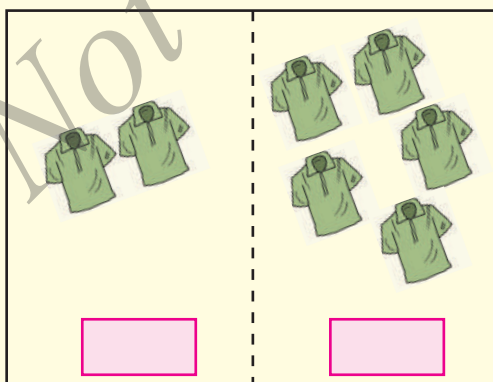
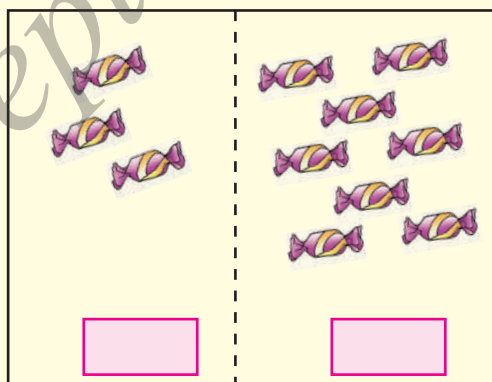
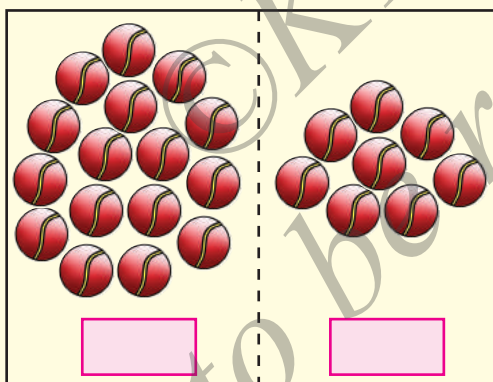
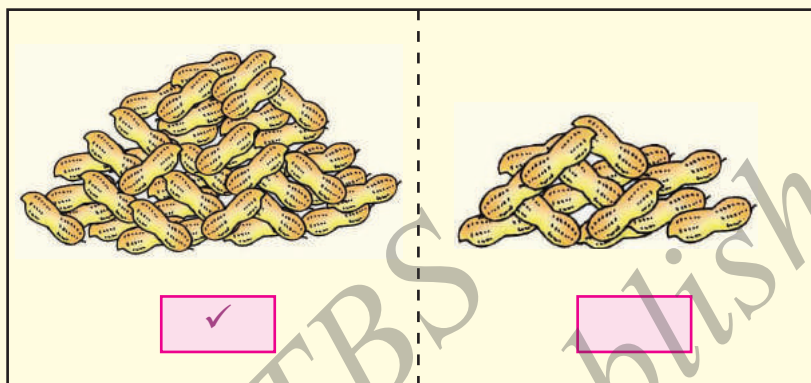
Match as shown.



## More-Less

Look at the pictures given below. Tick (✓) the part which has **more**.

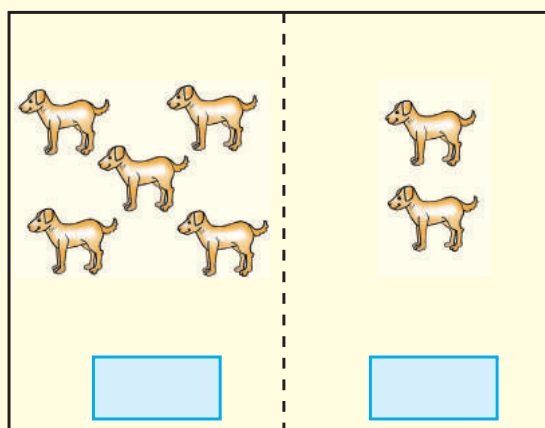
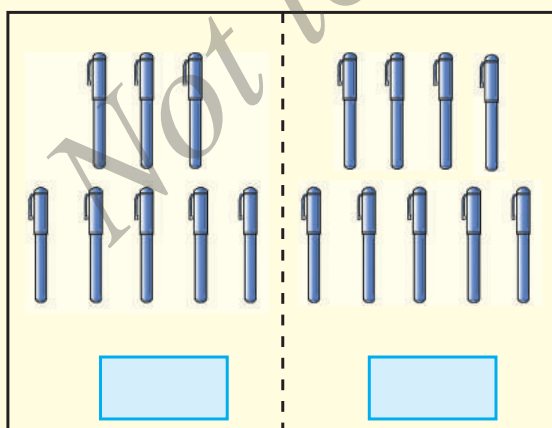
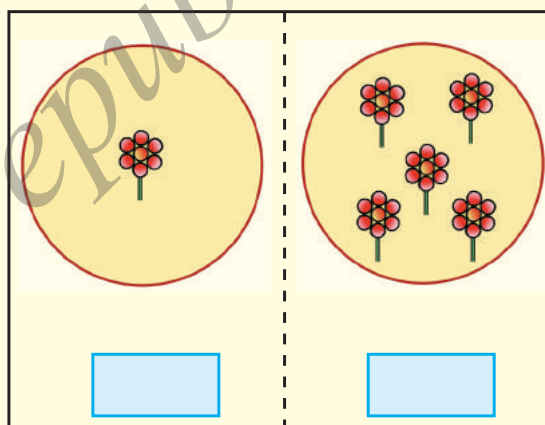
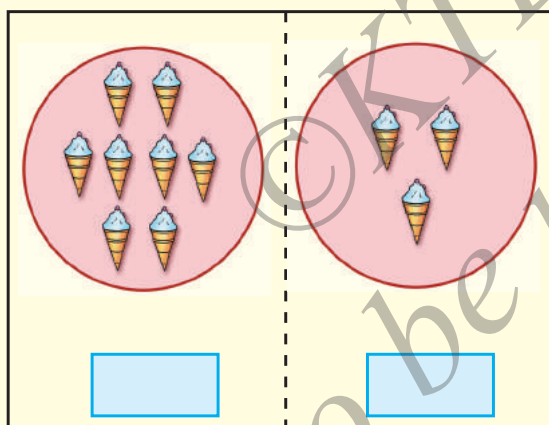
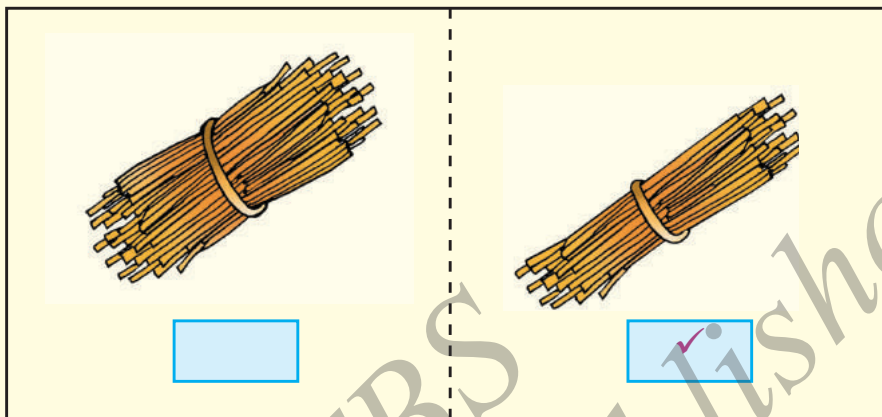
Example :





Look at the pictures given below. Tick (✓) the part which has **less**.

Example



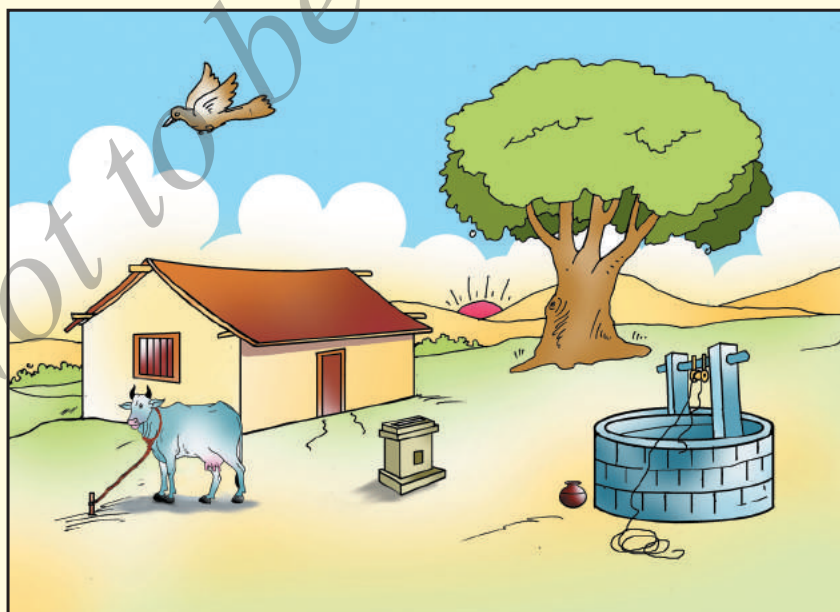


# NUMBERS

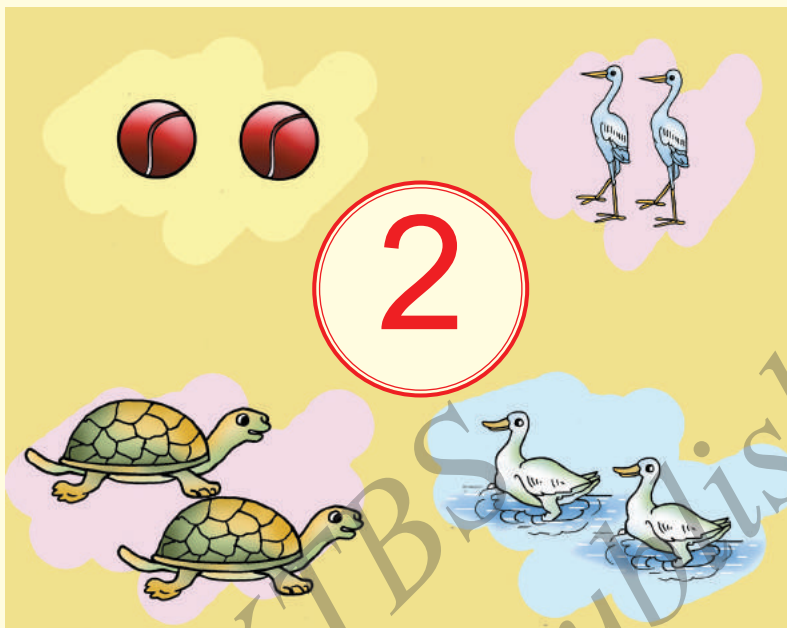
ONE



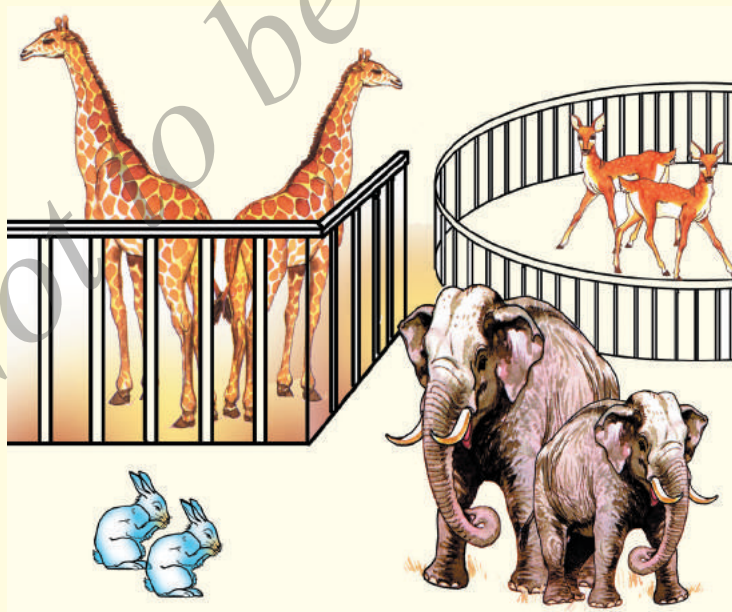
In this picture, name the things that are **one** in number.



TWO



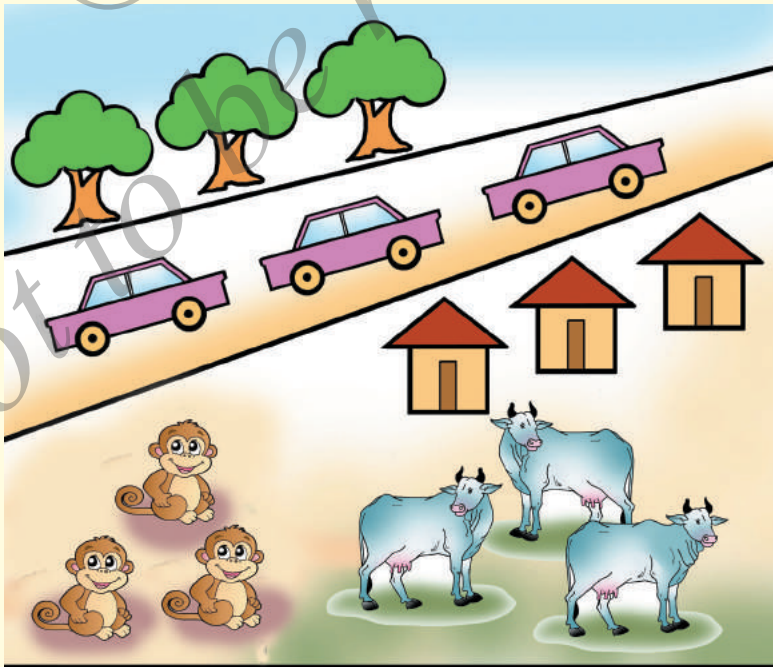
In this picture, name the things that are **two** in number.



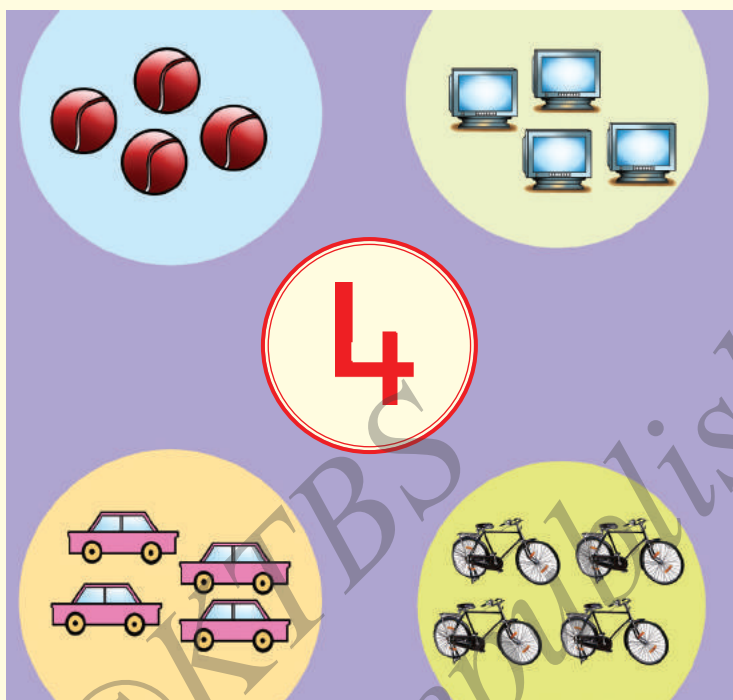
# THREE



In this picture, name the things that are **three** in number.



## FOUR



In this picture, name the things that are **four** in number.



# FIVE



In this picture, name the things that are **five** in number.





Identify the groups having equal number of objects. Match as shown.

©KTBS Not to be republished

The groups of objects are as follows:

- Group 1 (Stars): 3 stars
- Group 2 (Stars): 2 stars
- Group 3 (Stars): 4 stars
- Group 4 (Stars): 1 star
- Group 5 (Stars): 5 stars
- Group 6 (Oranges): 4 oranges
- Group 7 (Pigeons): 5 pigeons
- Group 8 (Cars): 3 cars
- Group 9 (Rabbits): 2 rabbits
- Group 10 (Peacock): 1 peacock

An arrow points from the group of 2 stars to the group of 2 rabbits.



Look at the number and read.

1

One



1 Sun



1 Bird



1 Monkey

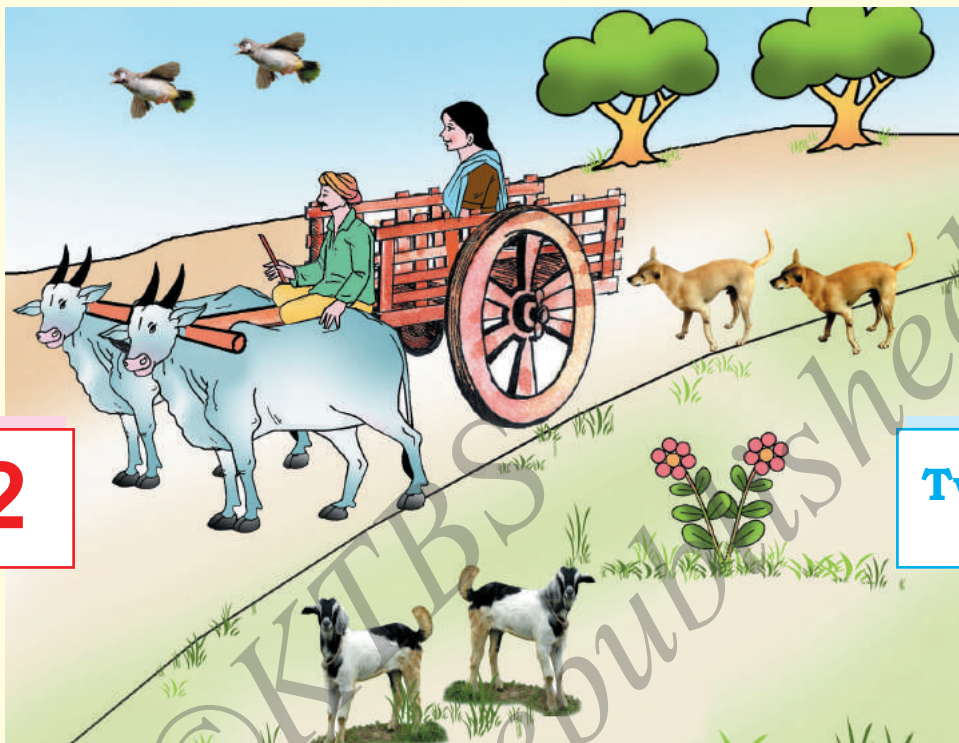


1 Tree

Join the dots and complete the number. Write the number in the boxes.

1	1	1	1				

Look at the number and read.



2 Birds



2 Oxen



2 Wheels



2 Dogs

Join the dots and complete the number. Write the number in the boxes.

2	2	2	2				

Look at the number and read.

3

Three



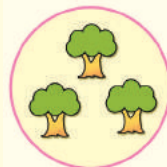
3 Hens



3 Tops



3 Houses

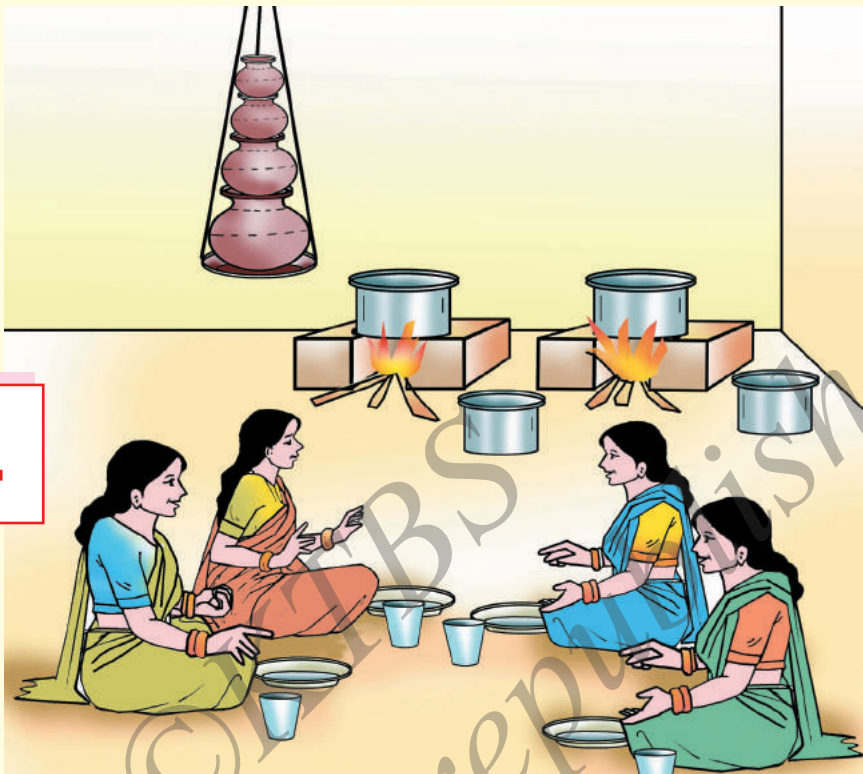


3 Trees

Join the dots and complete the number. Write the number in the boxes.

3	3	3	3				

Look at the number and read.



4 Pots



4 Vessels



4 Tumblers



4 Plates

Join the dots and complete the number. Write the number in the boxes.


Look at the number and read.

5



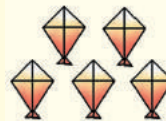
Five



5 Cars



5 Balls









5 Kites

Join the dots and complete the number. Write the number in the boxes.

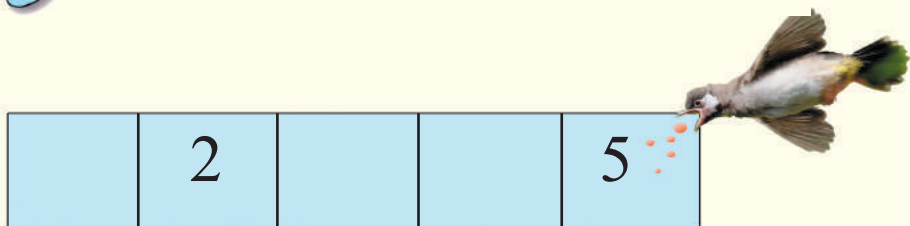
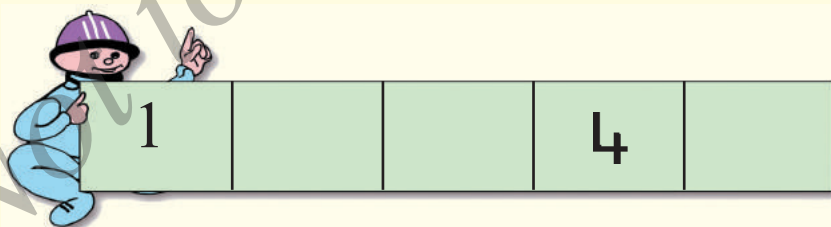
5	5	5	5				



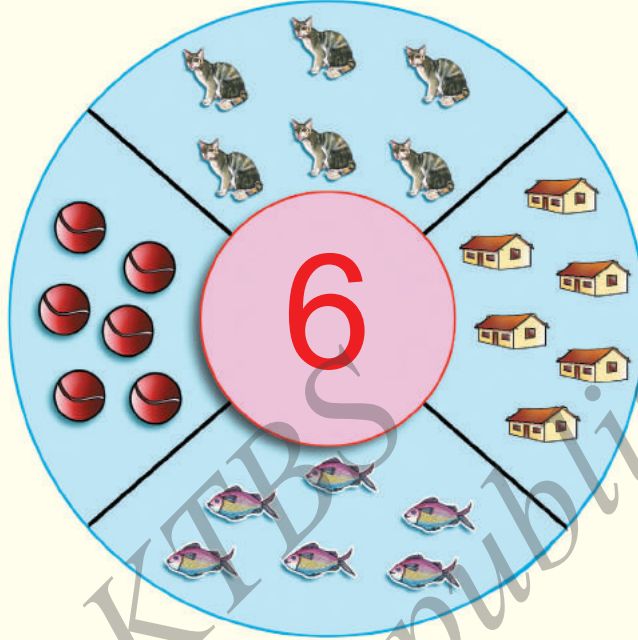
Count and write.

	4
	
	
	
	
	

Fill in the missing numbers.



SIX

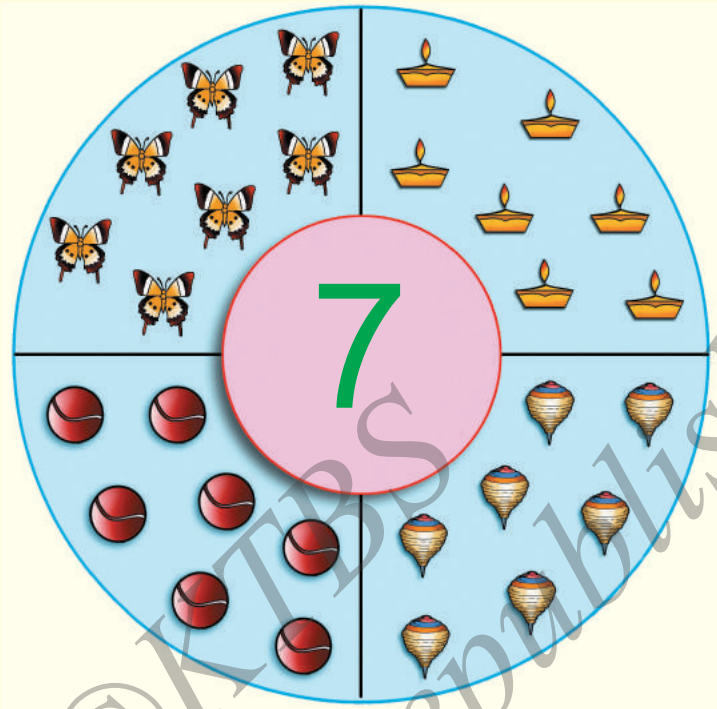


In this picture, name the figers that are **six** in number.





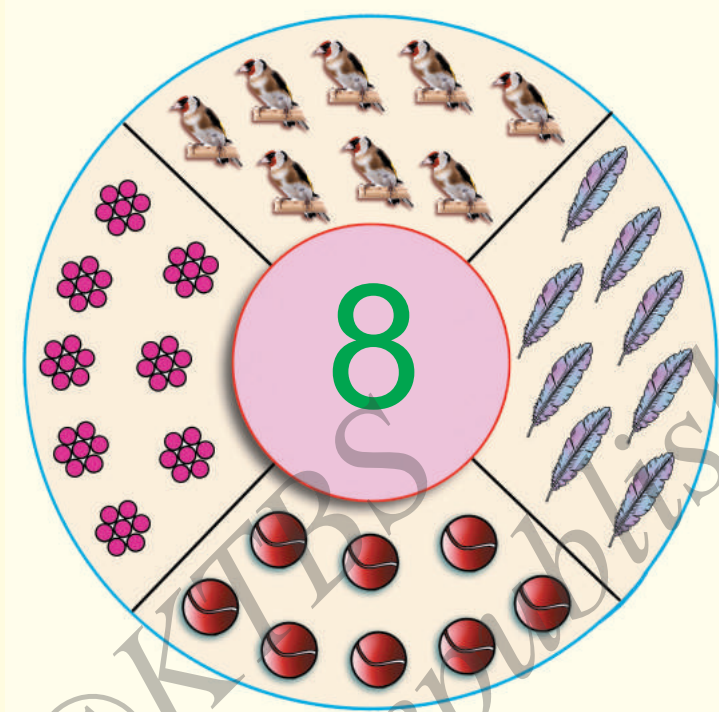
# SEVEN



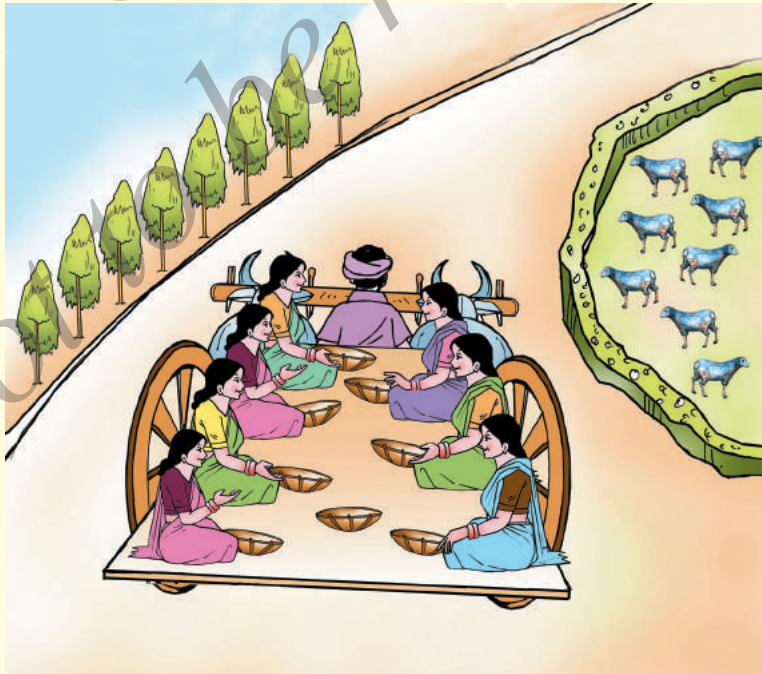
In this picture, name the things that are **seven** in number.



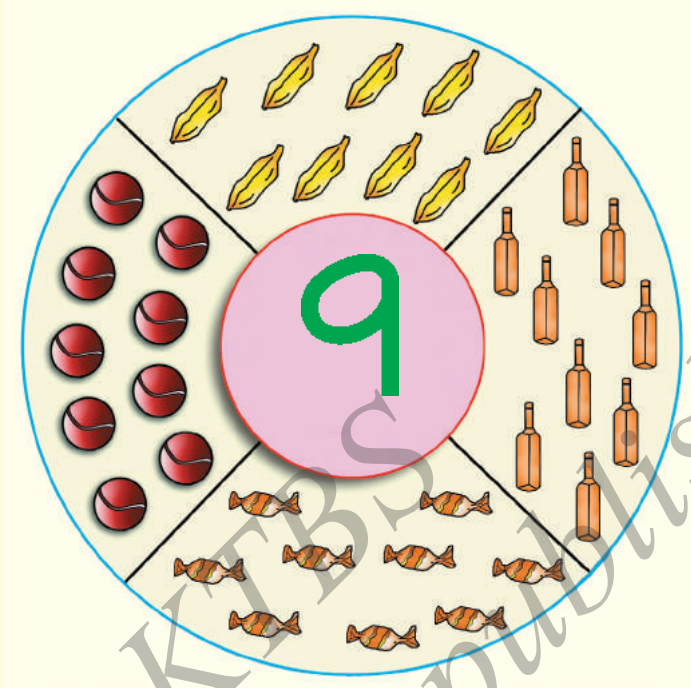
# EIGHT



In this picture, name the things that are **eight** in number.



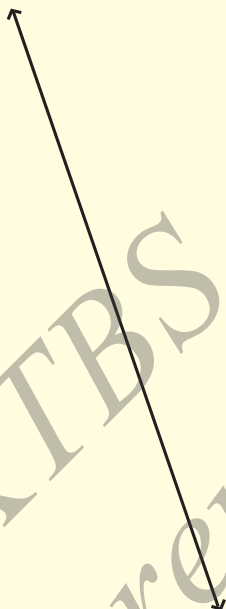
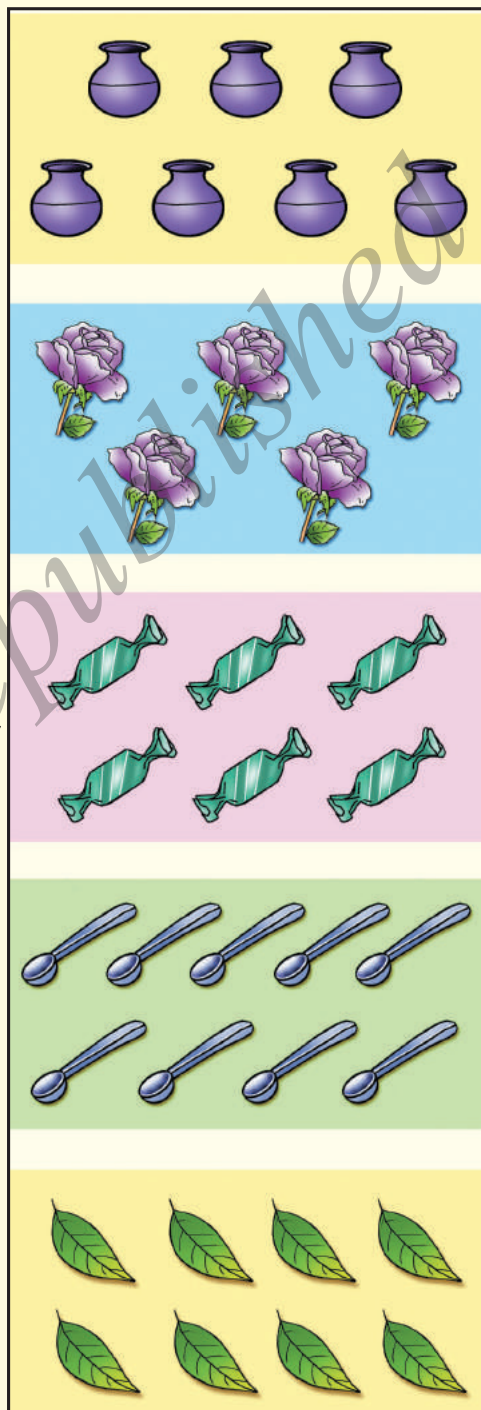
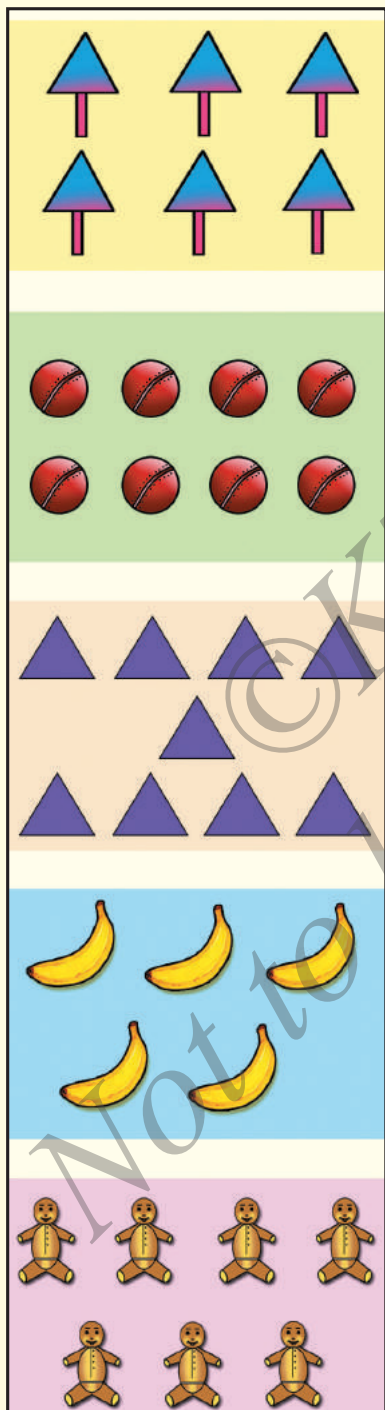
# NINE



In this picture, name the things that are **nine** in number.

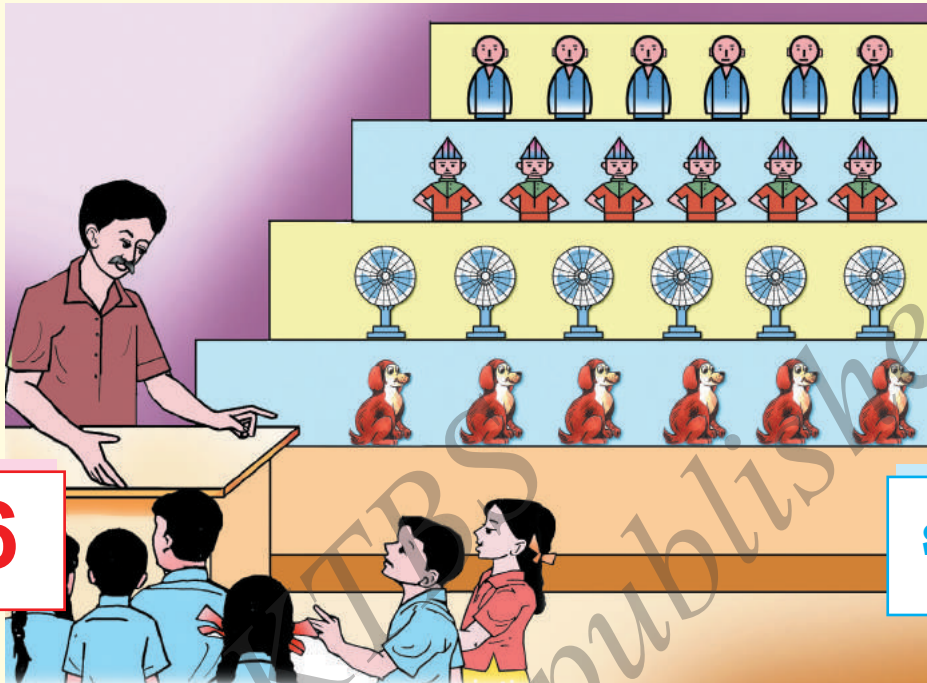


Match the groups having equal number of objects as shown.

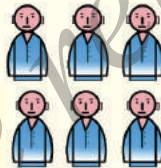




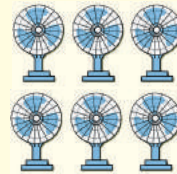
Look at the number and read.



6 Children



6 Dolls

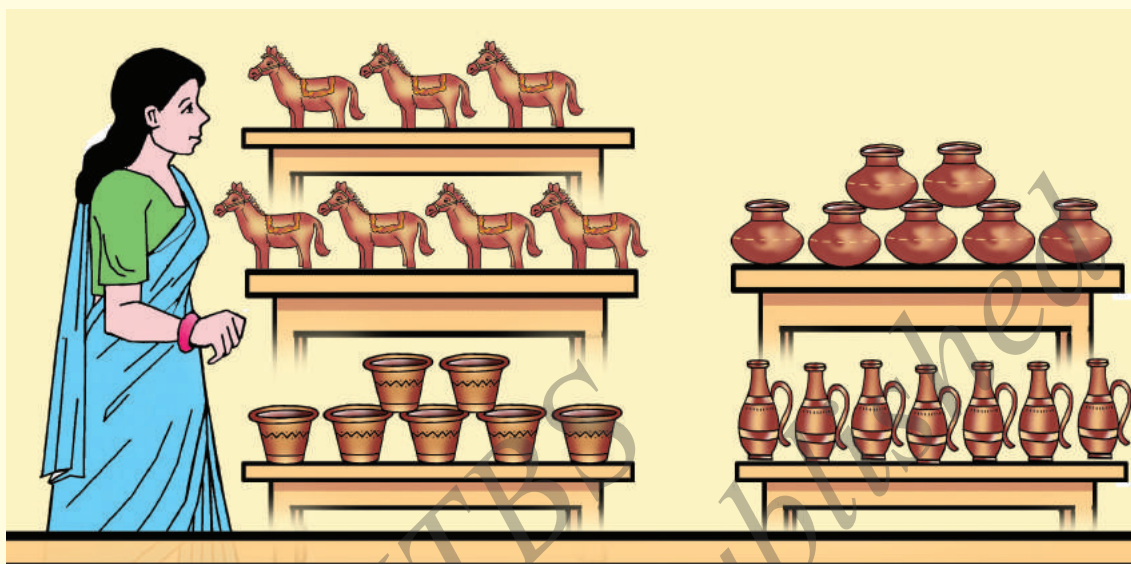


6 Fans

Join the dots and complete the number. Write the number in the boxes.

6	6	6	6				

Look at the number and read.



7

Seven



7 Jugs



7 Flower pots

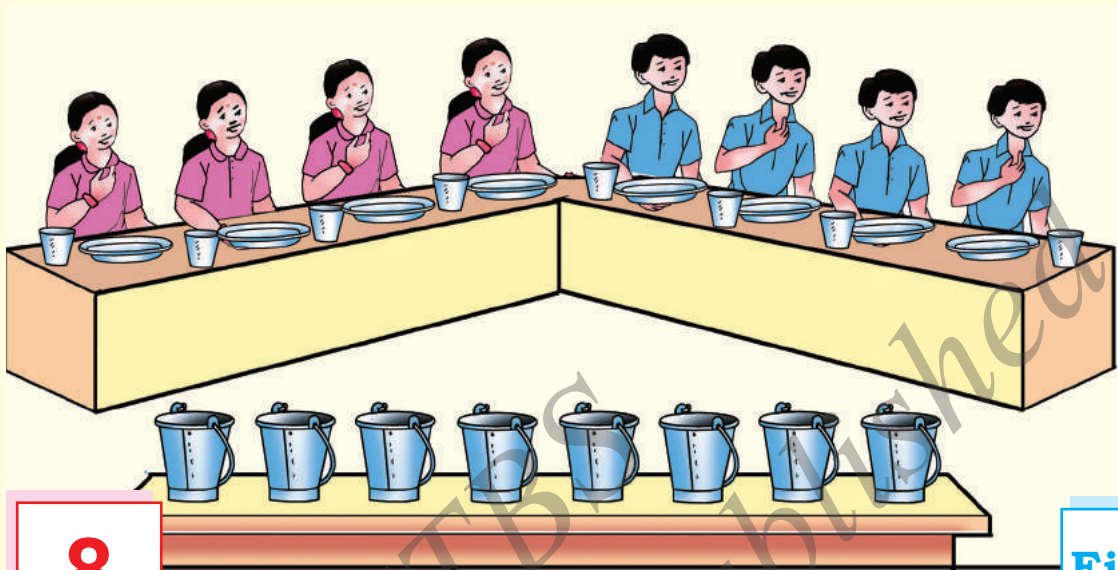


7 Pots

Join the dots and complete the number. Write the number in the boxes.

7	7	7	7				

Look at the number and read.



8

Eight



8 Children



8 Plates



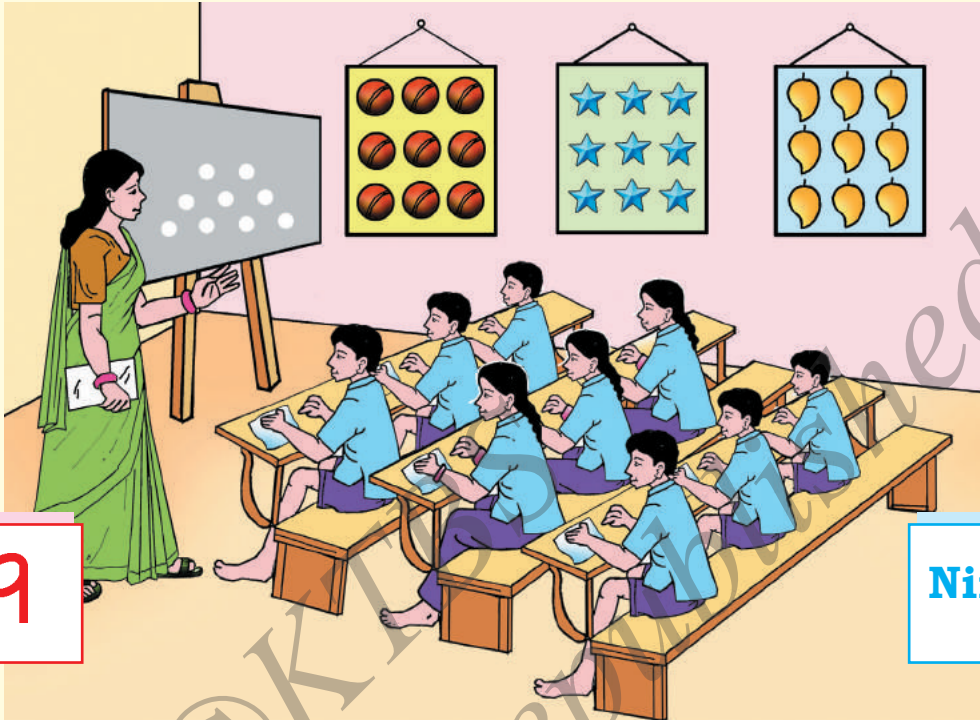
8 Buckets

Join the dots and complete the number. Write the number in the boxes.

8	8	8	8				



Look at the number and read.



9

Nine



9 Balls



9 Stars



9 Mangoes

Join the dots and complete the number. Write the number in the boxes.

9	9	9	9				

Look at this picture, Count the different things.



## Come, Let us count.

One one one  
One red apple  
Is on the table.



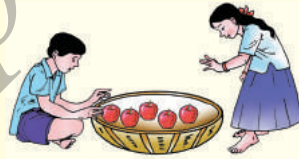
Two two two  
Red apples are two  
With me and you.

Three three three  
Three red apples are  
Hanging from the finger.



Four four four  
Four red apples  
Placed in a basket.

Five five five  
Five red apples  
Pick up any apple.



Six six six  
Apples are six  
Inside the sack.

Seven seven seven  
Apples are seven  
No apple is thrown.



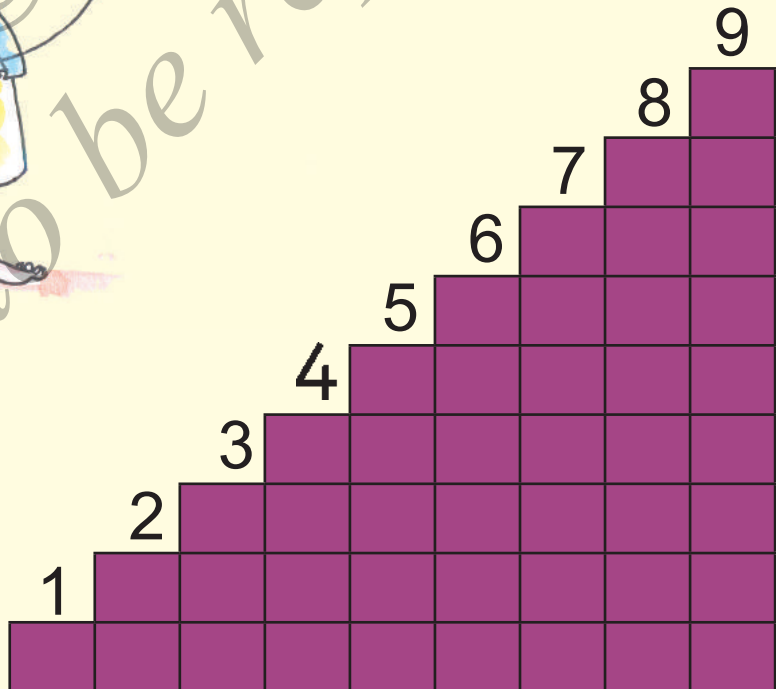
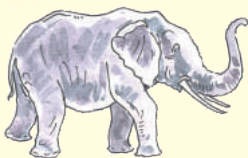
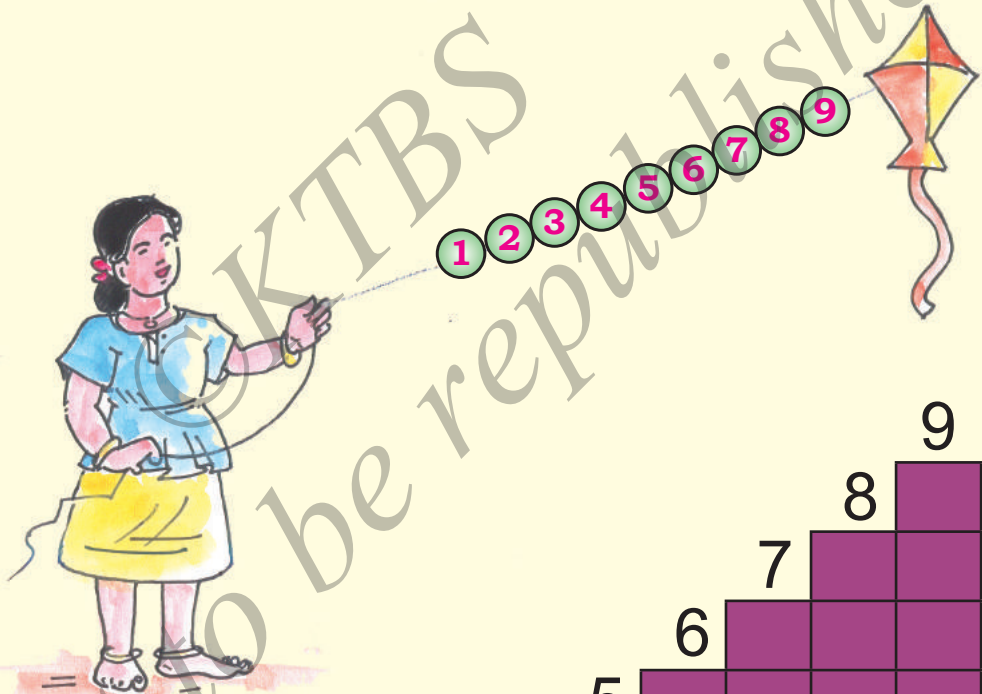
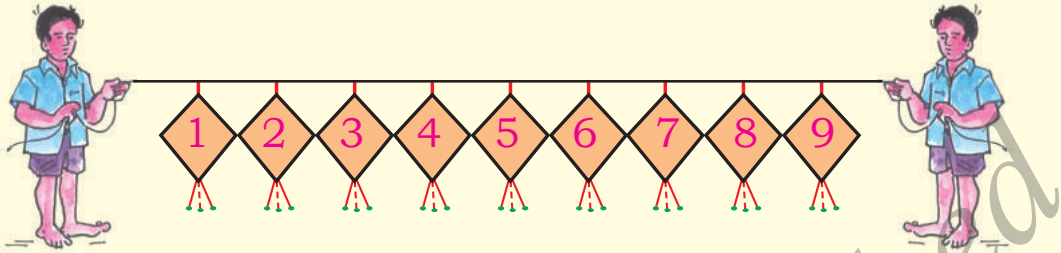
Eight eight eight  
Apples are eight  
Be ready to eat.

Nine nine nine  
Apples are nine  
Taste is very fine.








## Number Buntings

Look at the numbers written in order. Read them.



Count and write.

	7
	
	
	
	

Fill in the missing numbers.

1			4			7		9
---	--	--	---	--	--	---	--	---

		3			6		8	
--	--	---	--	--	---	--	---	--

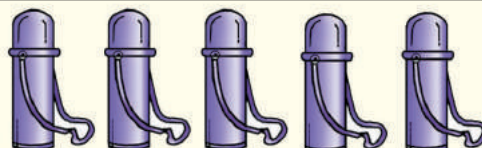
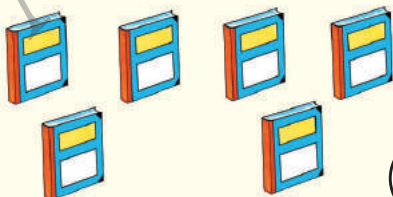


Count and write as shown.

Example :



4



Read the numbers. Draw as many pictures as the number.

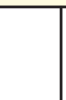
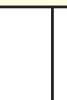
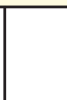
Example:



4



5



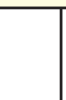
3



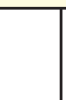
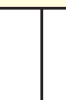
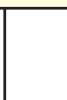
4



1



2



6



8



7

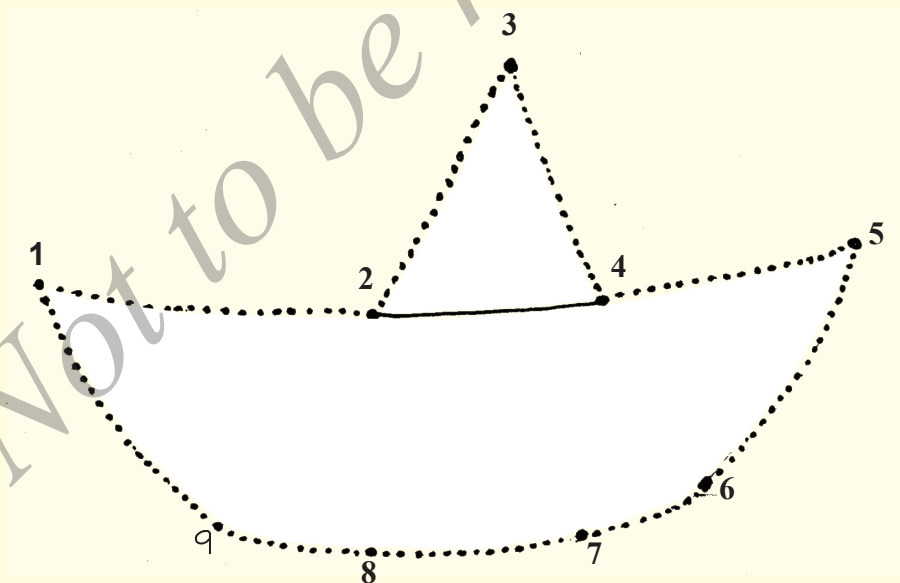
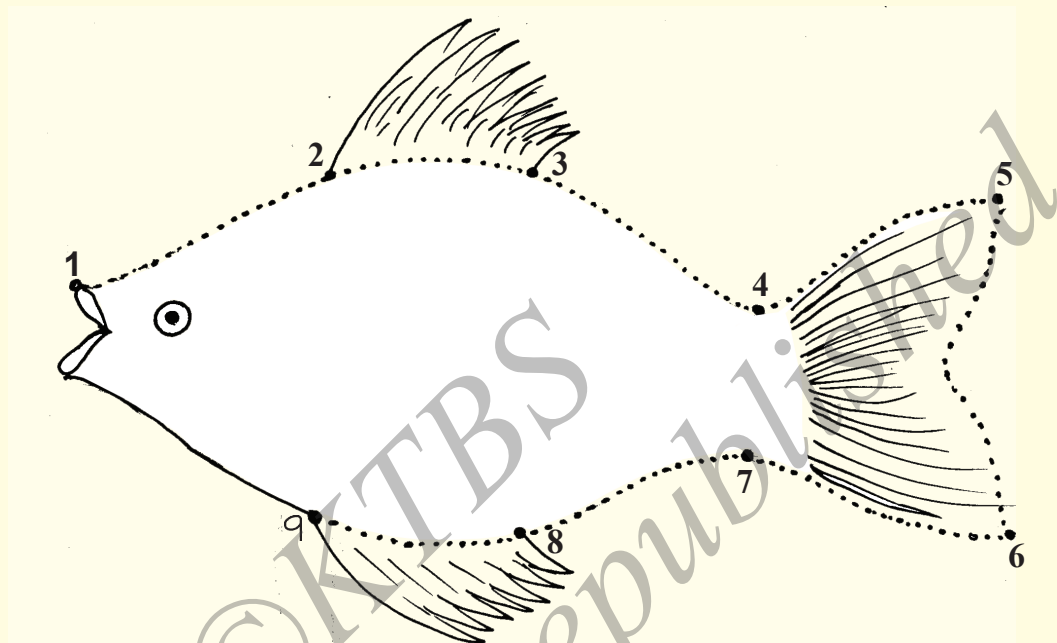


9

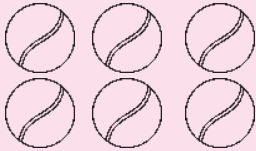
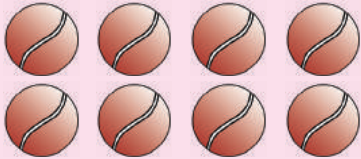
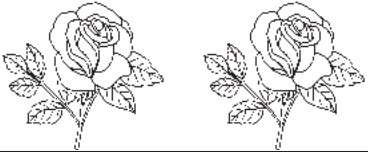

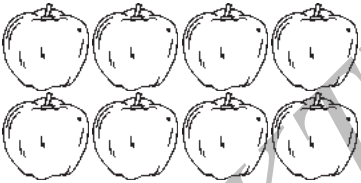





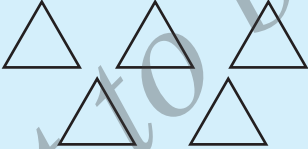



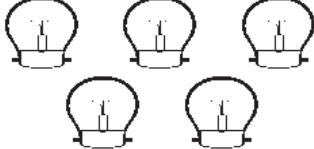
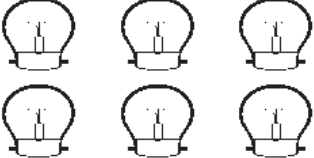
Join the dots in order and colour the picture.



Count and write the number. Colour the objects of the group which has **more**.

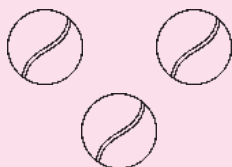
<p>Example :</p>  <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div>	 <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">8</div>
 <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; vertical-align: middle;"></div>	 <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; vertical-align: middle;"></div>
 <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; vertical-align: middle;"></div>	 <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; vertical-align: middle;"></div>

Count and write the number. Colour the objects of the group which has **less**.

<p>Example :</p>  <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div>	 <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div>
 <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; vertical-align: middle;"></div>	 <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; vertical-align: middle;"></div>
 <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; vertical-align: middle;"></div>	 <div style="border: 1px solid black; display: inline-block; width: 30px; height: 30px; vertical-align: middle;"></div>

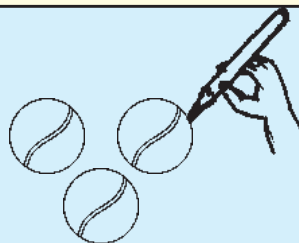
**Draw pictures to make both the groups equal. Write the number.**

Example:



3

=

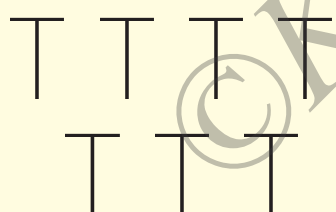


3

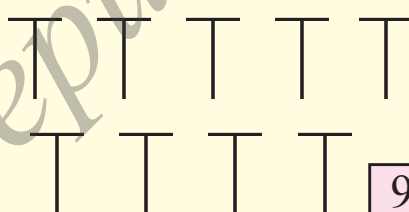


2

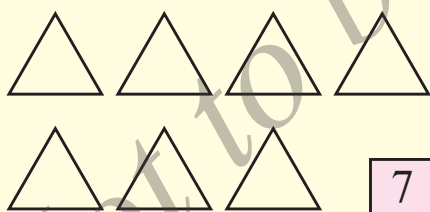
=



=



9



7

=



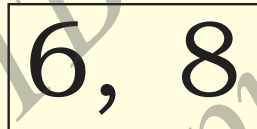
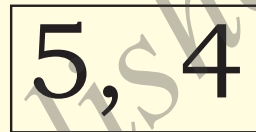
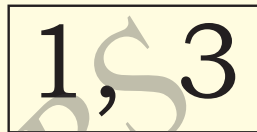
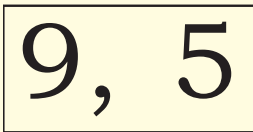
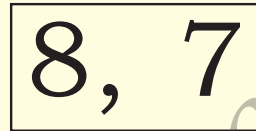
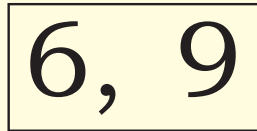
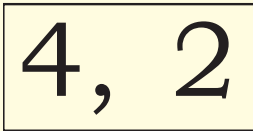
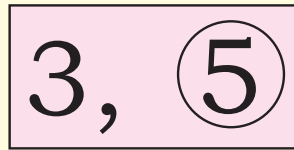
6

=



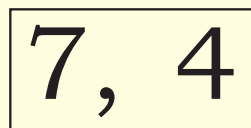
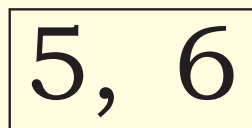
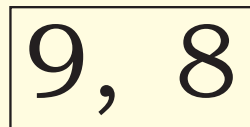
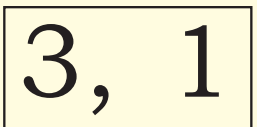
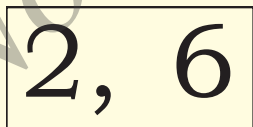
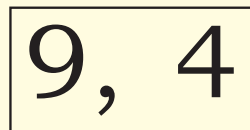
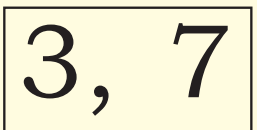
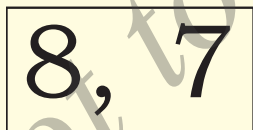
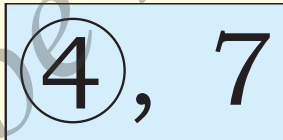
Observe the numbers given in each strip. Circle the **big** number.

Example :

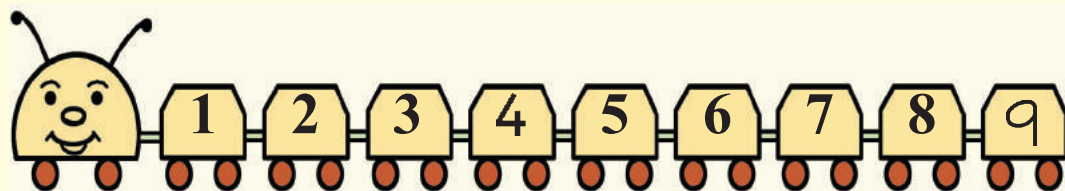


Observe the numbers given in each strip. Circle the **small** number.

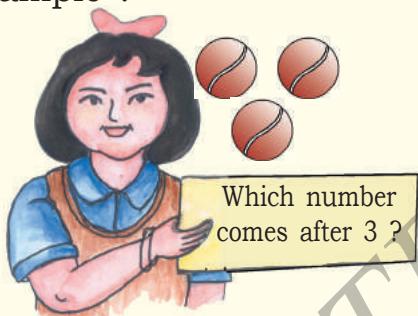
Example :



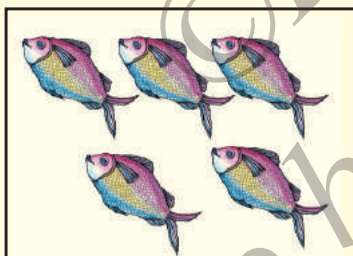
To find the next number of a given number.



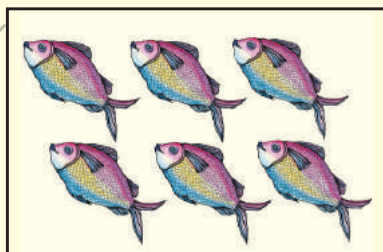
Example :



Which number comes after 5 ?



5 , 6



Number after 6 is .....



Number after 2 is .....



Number after 7 is .....

Number after 4 is .....

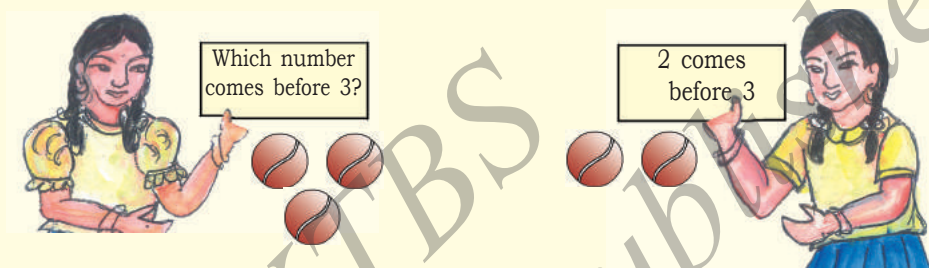
Number after 3 is .....

Number after 8 is .....

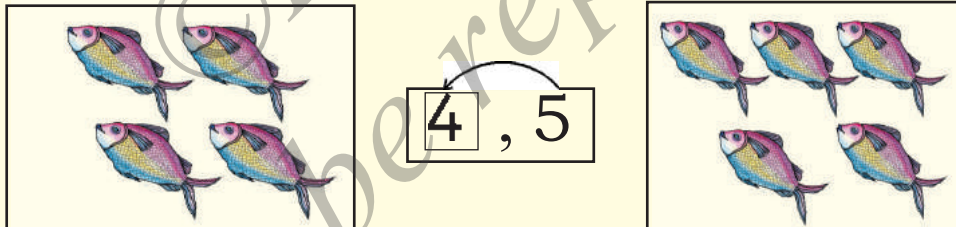
Read the number in each strip and write its next number in the space provided.

6, <input type="text"/>	1, <input type="text"/>	3, <input type="text"/>	5, <input type="text"/>
8, <input type="text"/>	7, <input type="text"/>	2, <input type="text"/>	4, <input type="text"/>

To find the previous number of a given number



Number before 5 is 4



Number before 9 is .....	Number before 8 is .....

Number before 7 is .....	Number before 4 is .....
Number before 2 is .....	Number before 6 is .....



In each number strip, write the before number of the given number in the space provided.

 , 4

 , 6

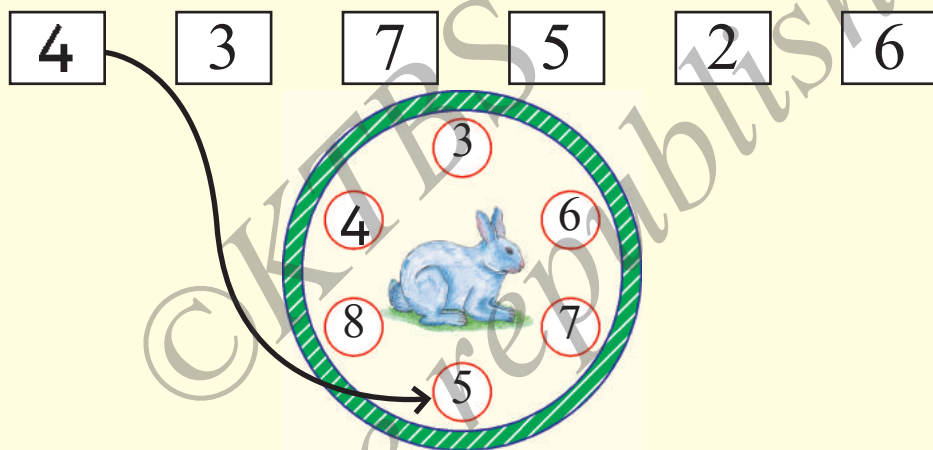
 , 8

 , 5

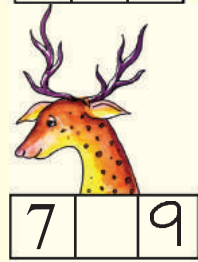
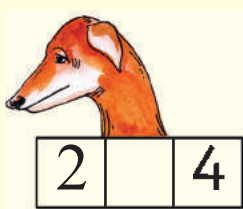
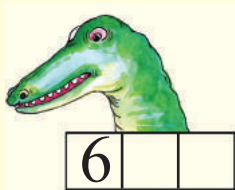
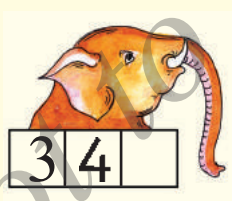
 , 9

 , 7

Some numbers are given below. Match each of them with the number that comes after as shown.



Fill in the missing numbers.



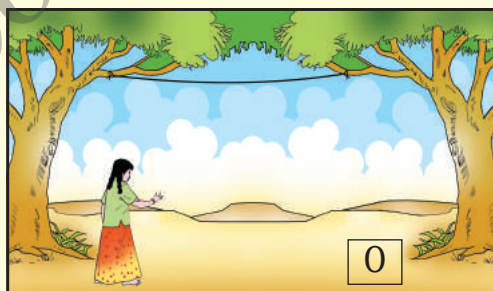
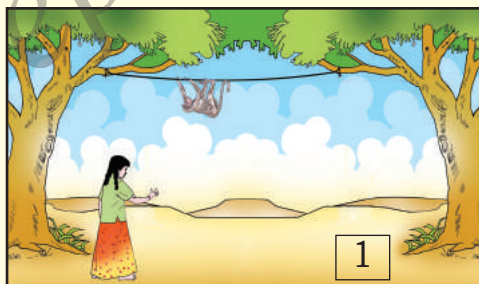
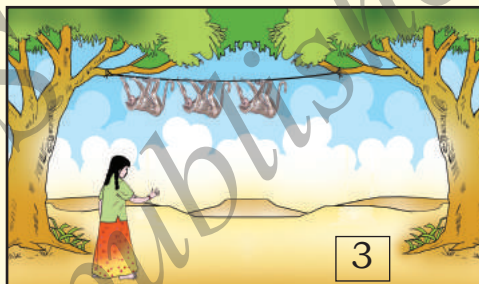
## LESSON-4

### Zero

After studying this unit, you can

👉 develop the concept of zero.

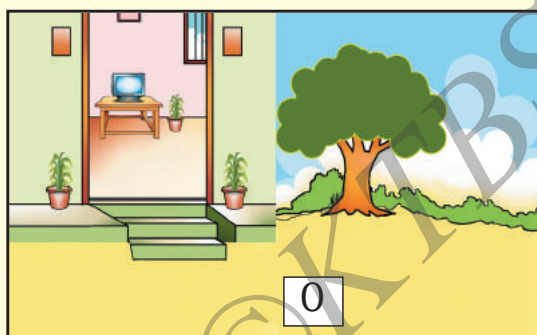
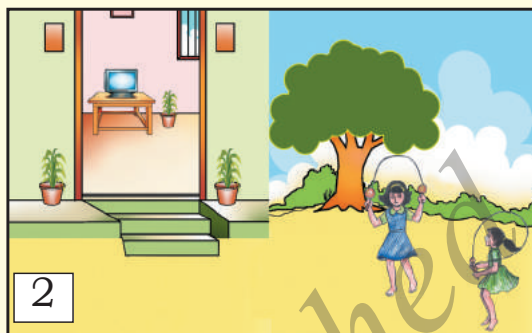
Look at the pictures. Count the number of monkeys dangling from the wire.



not even one!

There are no monkeys dangling from the wire so, number of monkeys dangling from the wire is **"Zero"** (0)

**How many children are playing with skipping rope in each picture ?**



No one is skipping. So, the number of children skipping the rope is 'ZERO' (0).

**How many fruits are there in each basket ?**

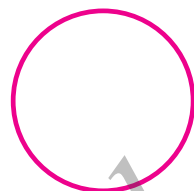


There are no fruits in the basket. So, number of fruits in the basket is 'Zero' (0).

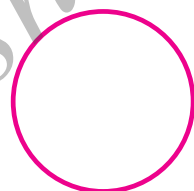
**There is no one ; 'there is nothing' these terms are represented by 'zero'. Zero is written as '0'.**



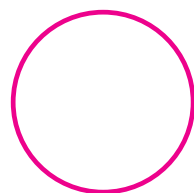
There are no monkeys dangling from the wire.  
So, number of monkeys dangling from the wire is ZERO.



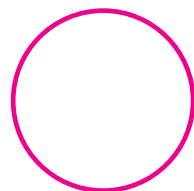
There are no fruits in the basket.  
So, number of fruits in the basket is ZERO.



There are no chocolates in the jar.  
So, number of chocolates in the jar is ZERO.



There are no flowers in the plant.  
So, the number of flowers in the plant is ZERO.




Trace and write.

0	0	0	0				


Look at the picture. Write the correct number in the given space.

Example




Houses

Trees




Fruits

Flowers



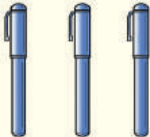
Tortoises

Birds



Balls

Dolls



Pencils

Pens

## LESSON-5

### Addition (sum not more than 9)

**After studying this lesson you can**

- ➡ add using objects and pictures.
- ➡ identify and use the symbols '+' and '='.



One rabbit was sitting.

One more rabbit joins  
Making them two.  
Two rabbits were playing.



One more rabbit joins  
Making them three.  
Three rabbits are ready  
For a party.



One more comes in  
Making them four.  
Four little rabbits are  
Now ready to race.

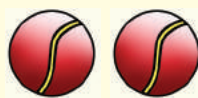


One more enters  
Making them five.





## Process of Addition :



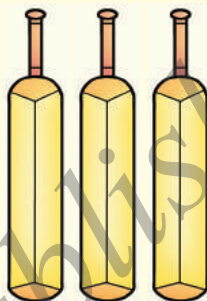
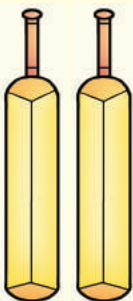
1

and

1

make

2



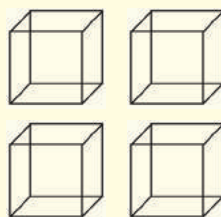
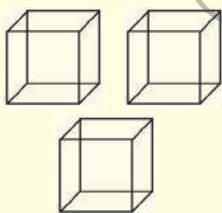
2

and

1

make

3



3

and

1

make

4



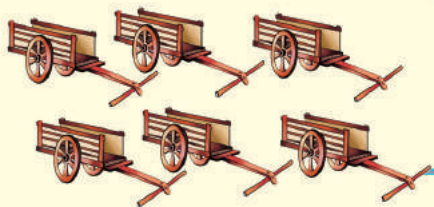
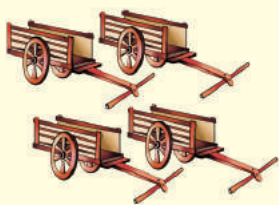
3

and

2

make

5



4

and

2

make

6

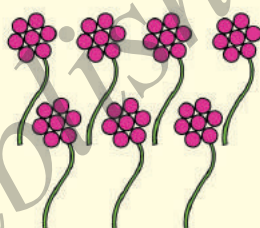
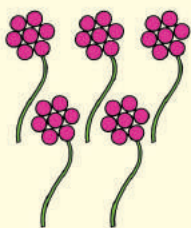
4

and

2

is equal to

6



5

and

2

is equal to



6

and

3

is equal to



3

and

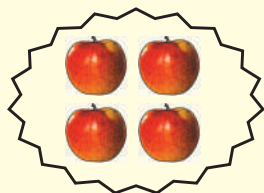
3

is equal to

## Sign for 'Addition' and 'Equal'.

Observe the pictures.

How many fruits are there?



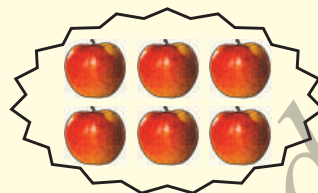
4

and



2

make



6

We write this addition as follows.

$$4 + 2 = 6$$

Look at the signs.

'+' means '**Add**' Read as '**Plus**'.

'=' means '**is equal to**'.

Say and write (draw).

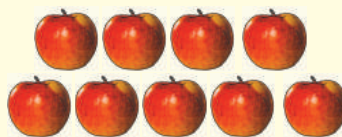
+	+	+	+	+	+	+	+
+	+	+	+	+	+	+	+
=	=	=	=	=	=	=	=
=	=	=	=	=	=	=	=

Look at the example. Do as directed. Put ☐ to +, and ☐ to = as shown.

Example : ☐ ☐

+   +   =   +   +   =   +   +  
 =   =   +   =   =   +   =   =

How many altogether ?



7

+

2

=

9



+



=



+



=



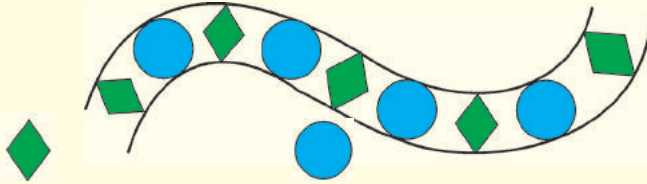
+



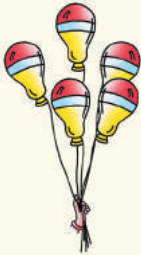
=



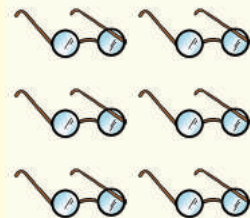
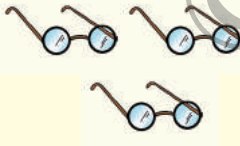
How many altogether ?



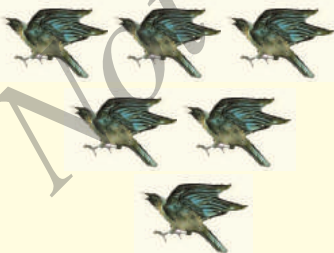
$$\square + \square = \square$$



$$\square + \square = \square$$



$$\square + \square = \square$$



$$\square + \square = \square$$

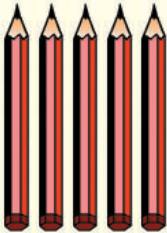
## How many altogether ?



+



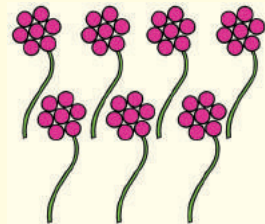
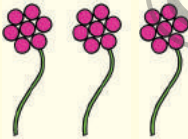
=



+



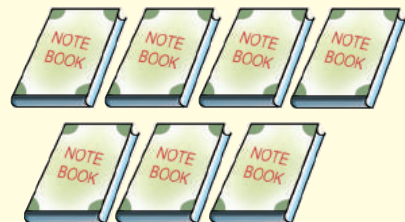
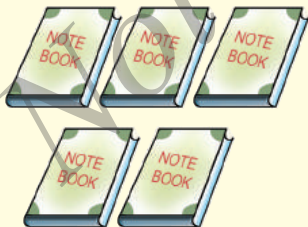
=



+



=



+

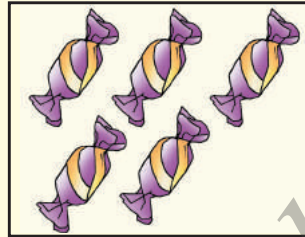
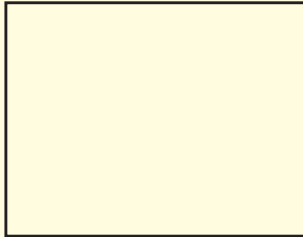
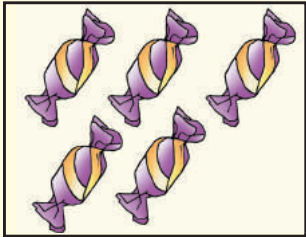


=





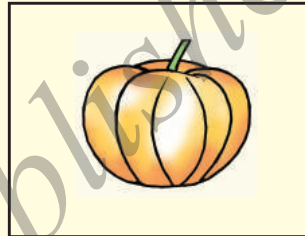
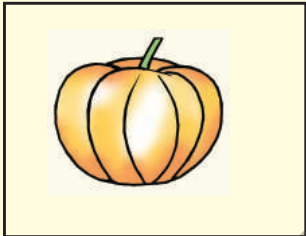
## How many altogether ?



+



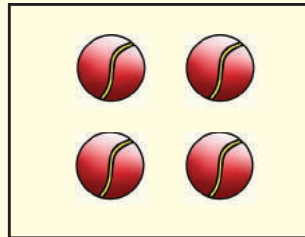
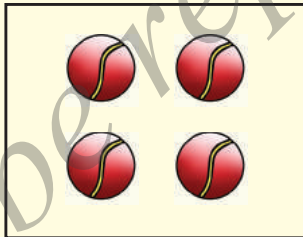
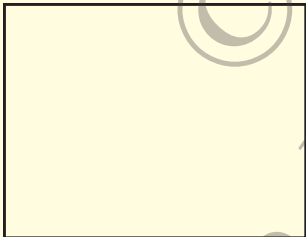
=



+



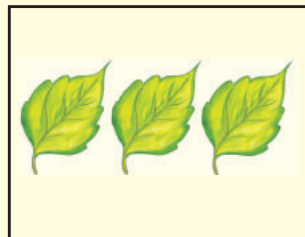
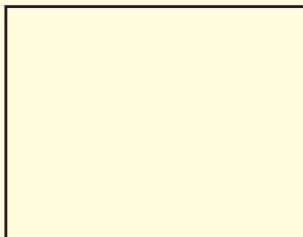
=



+



=



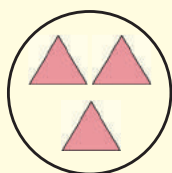
+



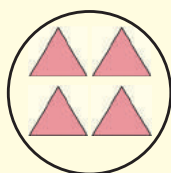
=



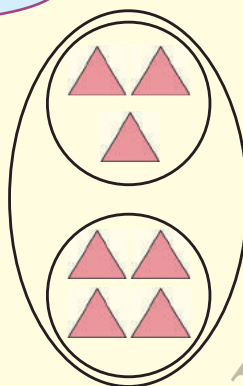
# Addition



+



$$3 + 4 = 7$$



$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$

$$2 + 1 = \boxed{\phantom{00}}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$2 + 3 = \boxed{\phantom{00}}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$3 + 6 = \boxed{\phantom{00}}$$

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

Observe the addition property Complete the remaining.

$$6 + 1 = \boxed{7}$$

$$4 + 4 = \boxed{8}$$

$$1 + 6 = \boxed{7}$$

$$5 + 3 = \boxed{8}$$

$$4 + 3 = \boxed{\phantom{00}}$$

$$3 + 5 = \boxed{\phantom{00}}$$

$$3 + 4 = \boxed{\phantom{00}}$$

$$6 + 2 = \boxed{\phantom{00}}$$

$$2 + 5 = \boxed{\phantom{00}}$$

$$2 + 6 = \boxed{\phantom{00}}$$

$$5 + 2 = \boxed{\phantom{00}}$$

$$1 + 7 = \boxed{\phantom{00}}$$

$$7 + 1 = \boxed{\phantom{00}}$$

## Add

$4 + 2 = 6$

$3 + 3 = \square$

$2 + 4 = \square$

$0 + 6 = \square$

$1 + \square = 6$

$6 + 0 = \square$

$5 + \square = 6$

---

 $4 + 5 = \square$

$3 + \square = 7$

$5 + 4 = \square$

$4 + \square = 7$

$6 + 3 = \square$

$4 + 4 = \square$

$3 + \square = 9$

$\square + 4 = 8$

---

 $2 + 6 = \square$

$\square + 6 = 7$

$6 + \square = 8$

$6 + \square = 7$

---

 $\square + 3 = 4$

$4 + \square = 5$

$\square + 3 = 6$

$5 + \square = 6$

$\square + 3 = 7$

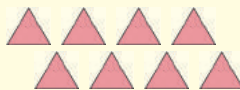
$6 + \square = 7$

$\square + 3 = 9$

$7 + \square = 7$

## Add and Match

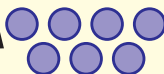
$4 + 3$



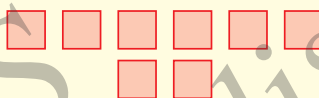
$6 + 2$



$5 + 2$



$5 + 4$



$4 + 4$



Add

$3 + 5 =$

$1 + 4 =$

$2 + 7 =$

$2 + 5 =$

$3 + 3 =$

$1 + 5 =$

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

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \\ \hline \end{array}$$

## LESSON-6

### Subtraction

**After studying this unit, you can**

- ✎ subtract using objects and pictures
- ✎ identify and use the symbol '-'

**Look at the following :**



From 2

Takeaway

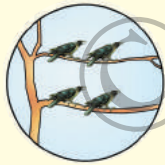


1

Left



1



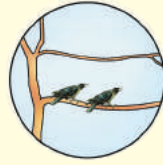
From 4

Takeaway



2

Left

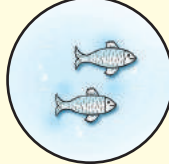


2



From 5

Takeaway

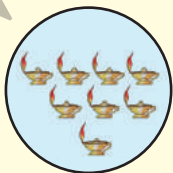


2

Left



3



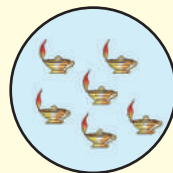
From 8

Takeaway



2

Left



## Sign for 'Subtraction'

Observe the pictures :

Out of 4 balloons, one bursts. How many are left ?



From 4 takeaway 1 then 3 left

We write this subtraction as follows.

$$4 - 1 = 3$$

Observe the sign '—'

'—' means '**Subtract**' - Read as '**minus**' and we already know '=' means '**is equal to**'

Say and Write :

—	...	...	...	...	...	...	...
—	...	...	...	...	...	...	...

Put + for +, '△' for = and ○ for —

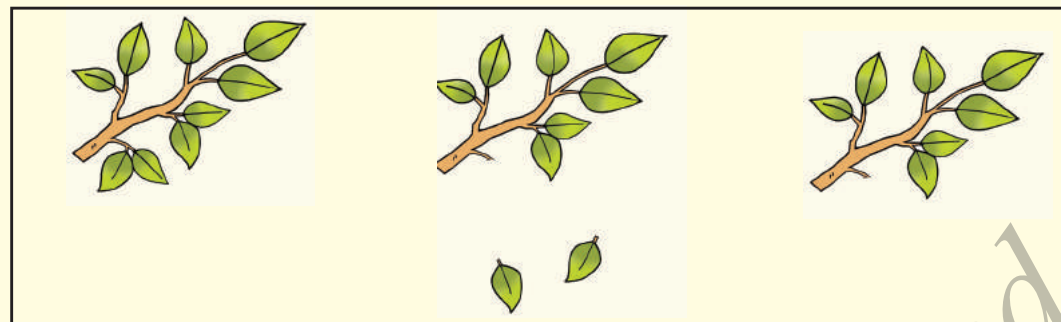
Example : + △ ○

+ — = + — — + — — =

= + — + = — — + — +



Look at the following :



Takeaway



is equal to



—



is equal to



—



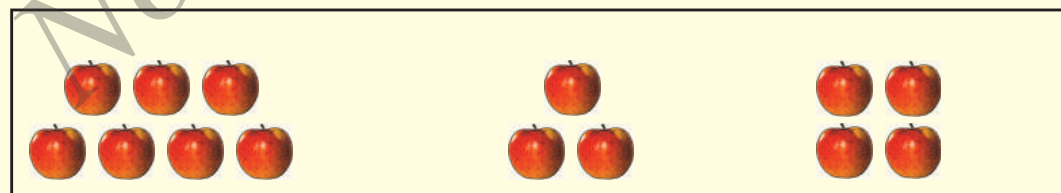
=



—



=



—



=



How many shirts are there ? Take away shirts with flower prints on them. How many left ?

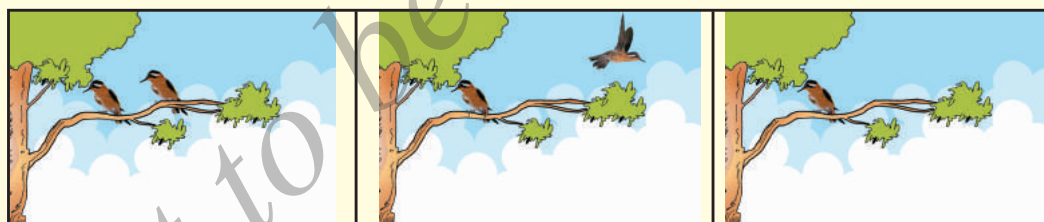


$$\boxed{4} - \boxed{2} = \boxed{2}$$

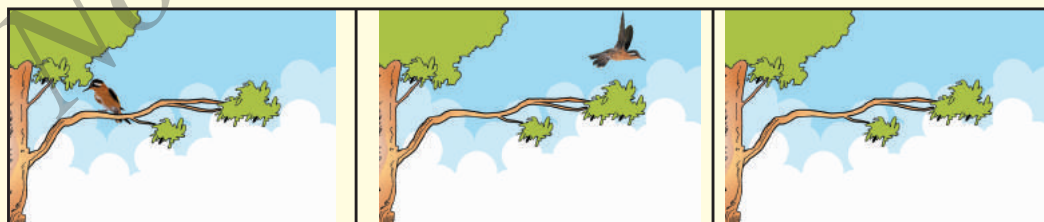
How many left ?



$$\boxed{3} - \boxed{1} = \boxed{2}$$

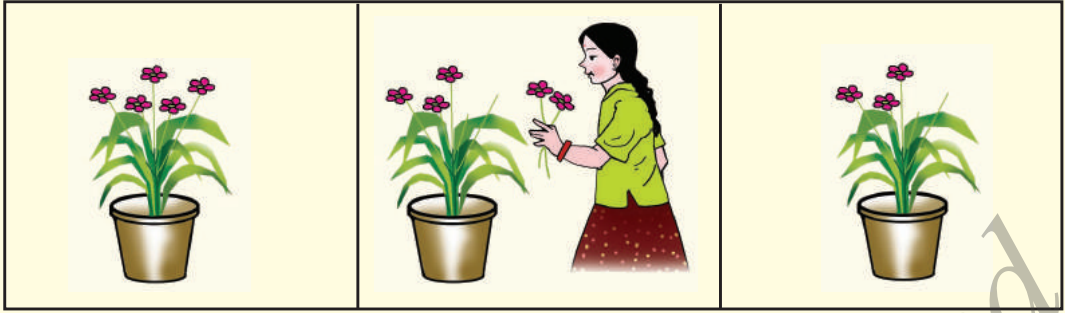


$$\boxed{2} - \boxed{1} = \boxed{1}$$



$$\boxed{1} - \boxed{1} = \boxed{0}$$

## Subtract



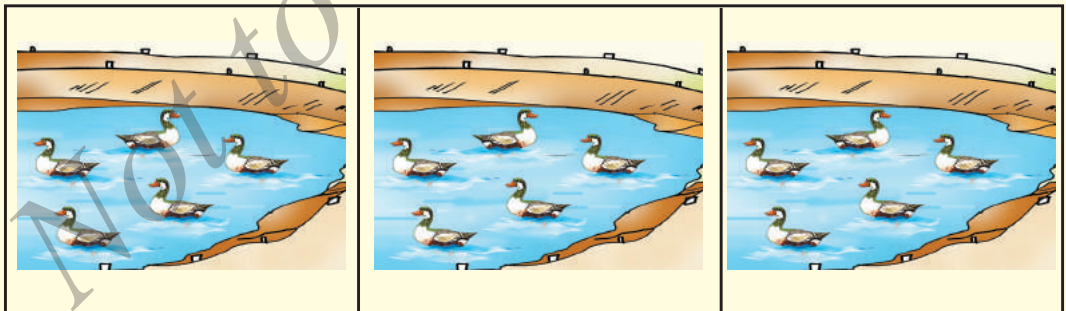
$$5 - 2 = 3$$

Out of 5 flowers, 2 are taken,  $5 - 2 = 3$ .



$$3 - 0 = 3$$

There are 3 flowers, no body takes it,  $3 - 0 = 3$ .


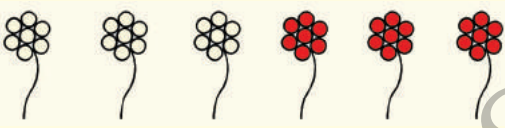



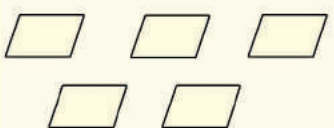


$$5 - 0 = 5$$

5 Ducks floating. No duck moves away,  $5 - 0 = 5$ .

**Take away the coloured objects.**

Example :


$$\boxed{5} - \boxed{2} = \boxed{3}$$

$$\boxed{6} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{7} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{8} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

## Subtract

$3 - 1 =$

$7 - 1 =$

$6 - 4 =$

$8 - 8 =$

$7 - 0 =$

## Subtract

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

**Subtract and match as shown.**

$7 - 2$	8	$8 - 7$
$9 - 1$	2	$9 - 4$
$8 - 5$	1	$8 - 0$
$3 - 1$	5	$7 - 4$
$6 - 5$	3	$6 - 4$

**Write the suitable number in the blanks.**

8	—	2	=	
3	—	1	=	
7	—		=	5
9	—	6	=	
	—	2	=	4
	—	0	=	8
	—	3	=	0
	—	5	=	2







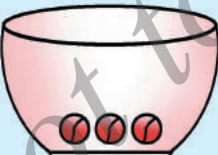



## LESSON-7



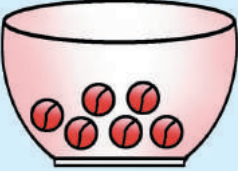
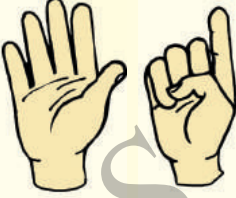


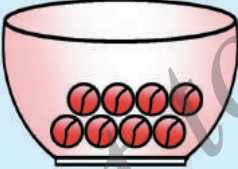
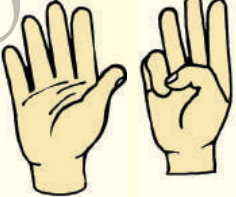
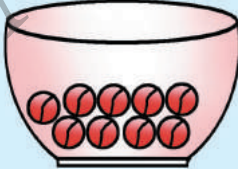
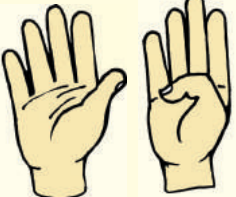
### Number 10

**After studying this unit, you can**

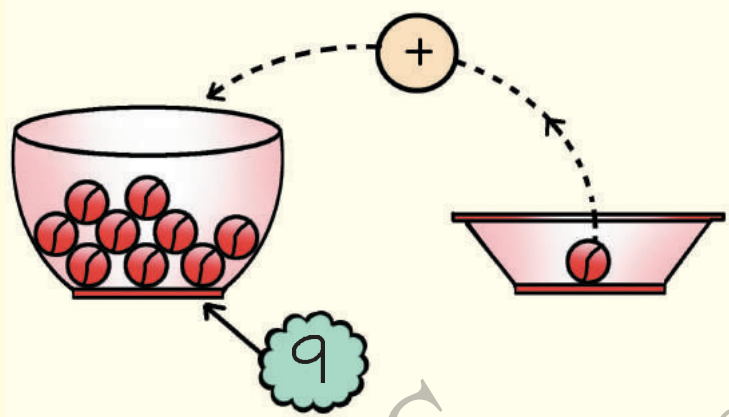
- ☞ identify and write the number 10.
- ☞ count the objects using numbers.

**Follow the instruction :-**

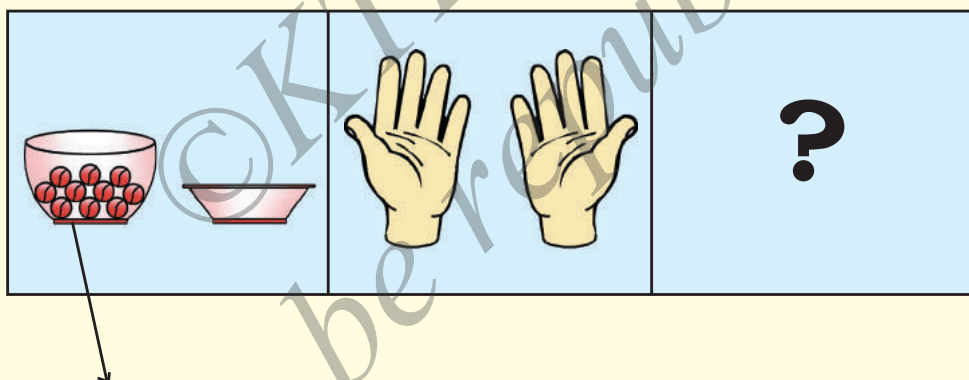
Count the marbles in the bowl.	Show your fingers and say the number	Write the number
		1
		
		
		

Put one more marble into the bowl.



How many marbles do, 9 marbles and 1 more make ?



There are TEN marbles.

TEN is written as

10

Count the roses in the tray and write the number in the box.



There are  roses.

Put one more rose into the tray.



Now, count the roses in the tray.








There are **TEN** roses




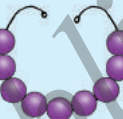
TEN is a number.  
The next number of  
9 is 10.


TEN is written as

**10**

**Count the beads in each necklace and write the missing numbers.**

				
1		3		5
ONE	TWO	THREE	FOUR	FIVE

				<b>What is the next number?</b>
	7		9	
SIX	SEVEN	EIGHT	NINE	

	10
	TEN

- ◆ The numeral (symbol) for number TEN is 10.
- ◆ There are two digits in the number 10.
- ◆ They are 0 and 1.
- ◆ 10 is a two digit number.

0
1
2
3
4
5
6
7
8
9

These are single digit numbers


But.....?

**10**

is double digit number

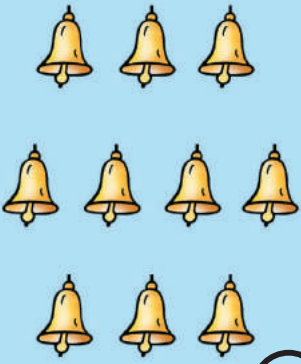
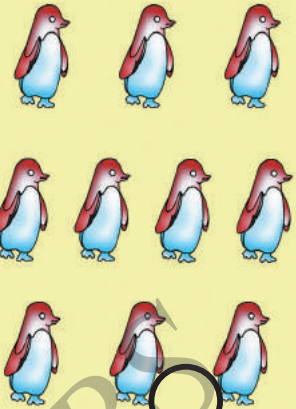
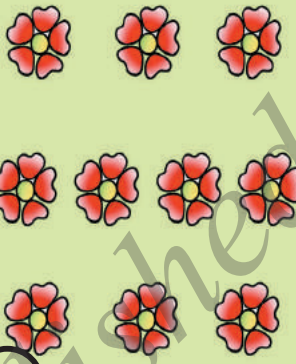



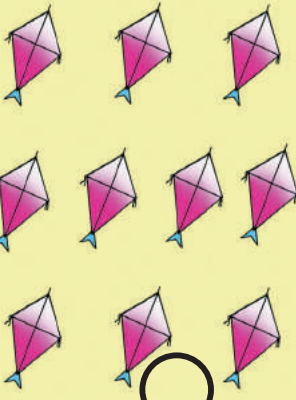
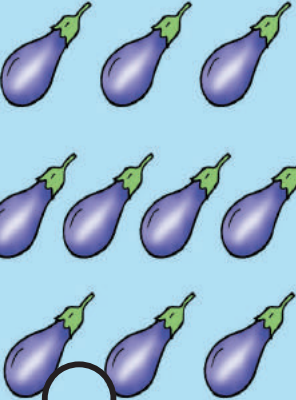
**Practise yourself :**

**Write the number 10 in the given boxes.**

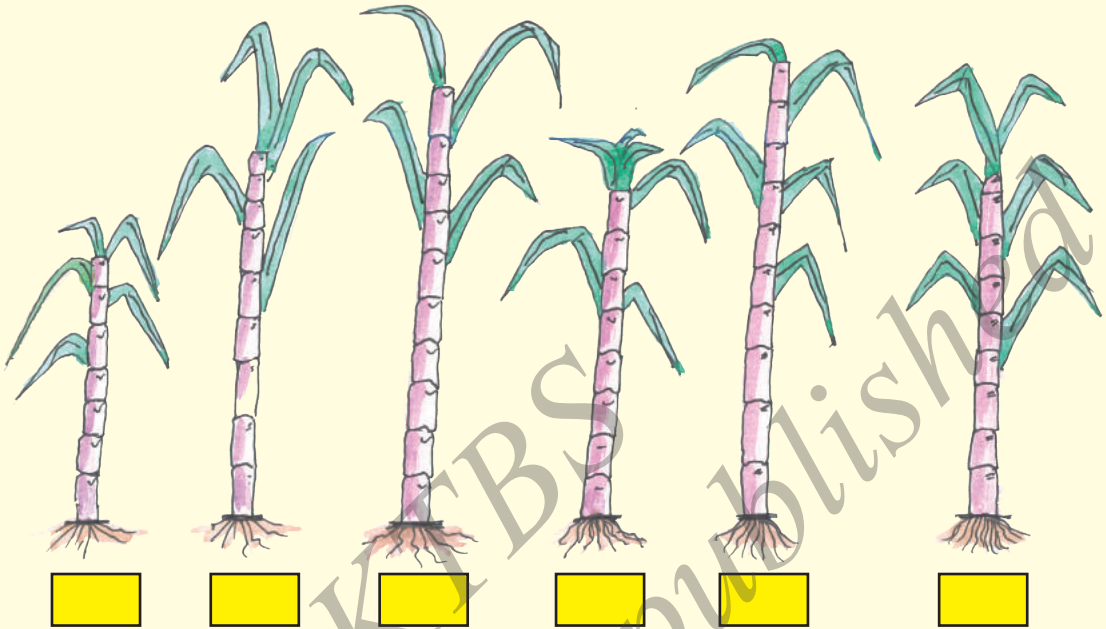
10								
10	10	10	10					



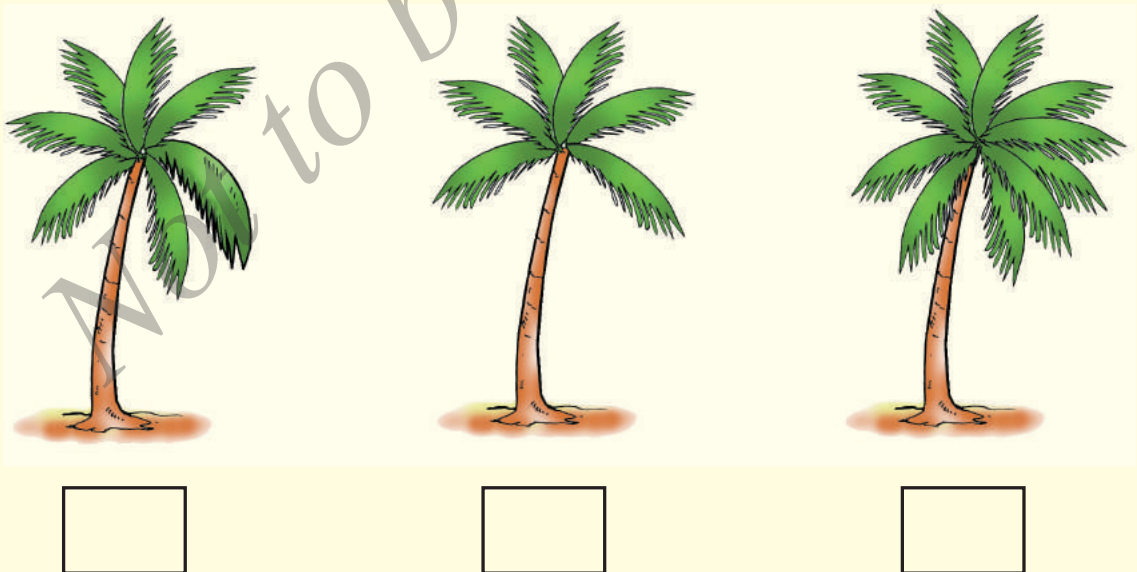
Count the objects in each box and write the number in the given space.

<p>Example;</p>  <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-left: 10px;">10</div>	 <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-left: 10px;"></div>	 <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-left: 10px;"></div>
 <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-left: 10px;"></div>	<div style="border: 2px solid red; border-radius: 50%; width: 150px; height: 150px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <span style="font-size: 48px; font-weight: bold;">10</span> </div>	 <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-left: 10px;"></div>
 <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-left: 10px;"></div>	 <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-left: 10px;"></div>	 <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-left: 10px;"></div>

Put ✓ mark for the sugarcane which has TEN parts. Put ✕ mark for the sugarcane which does not have TEN parts.

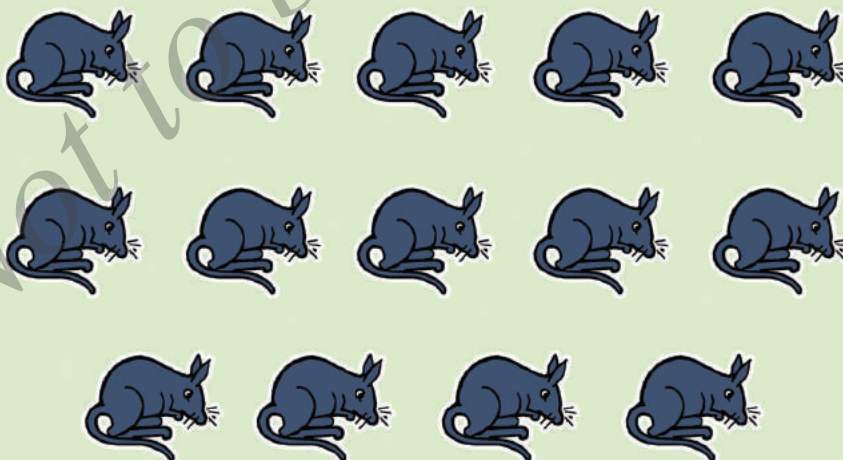
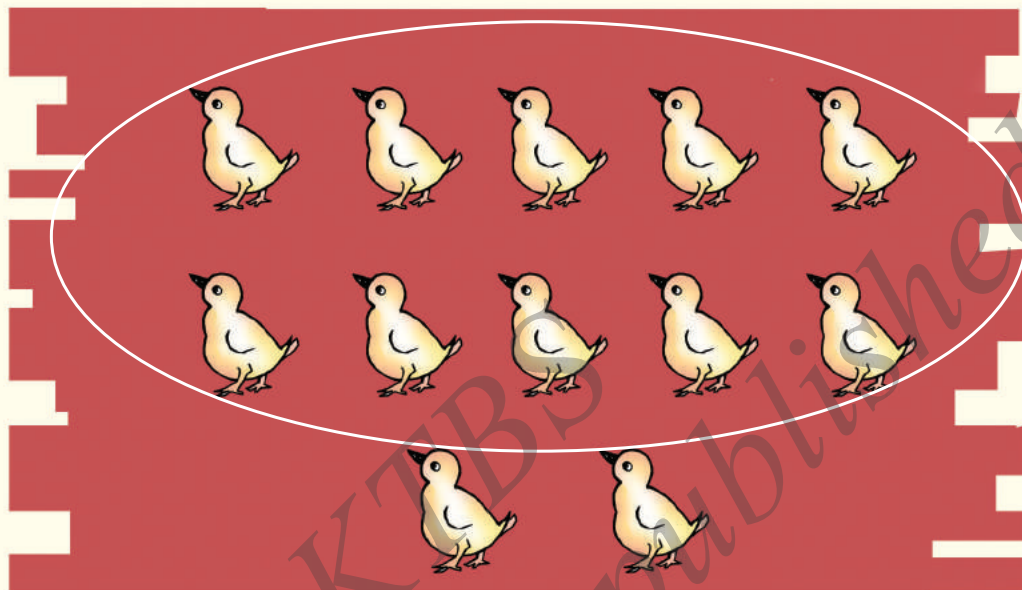


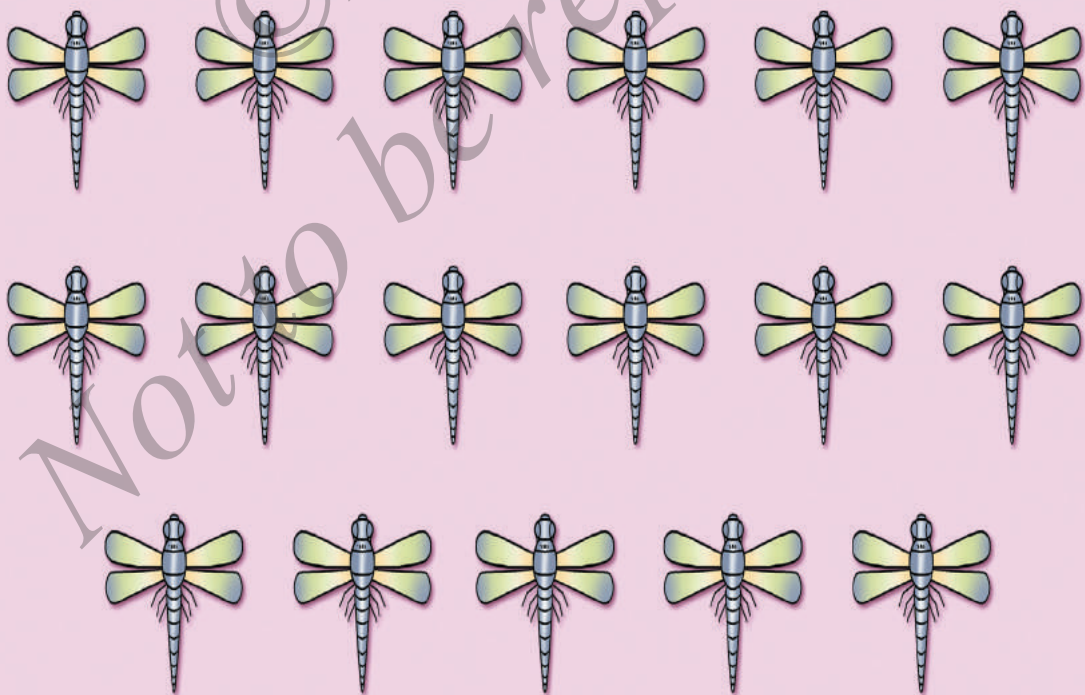
Put ✓ for the coconut tree which has TEN leaves. Put ✕ for the coconut tree which does not have TEN leaves.



Count and circle around 10 objects as shown.

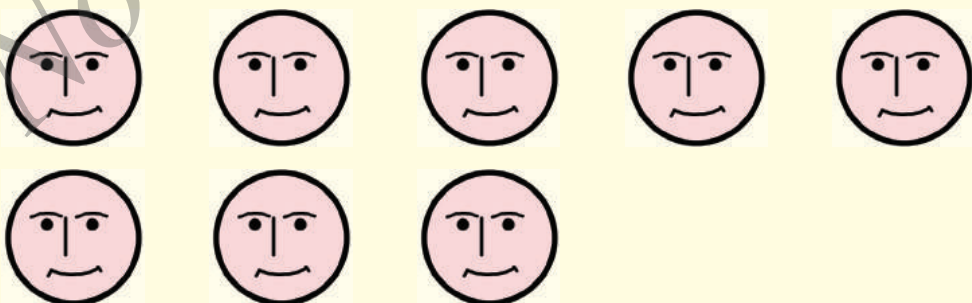
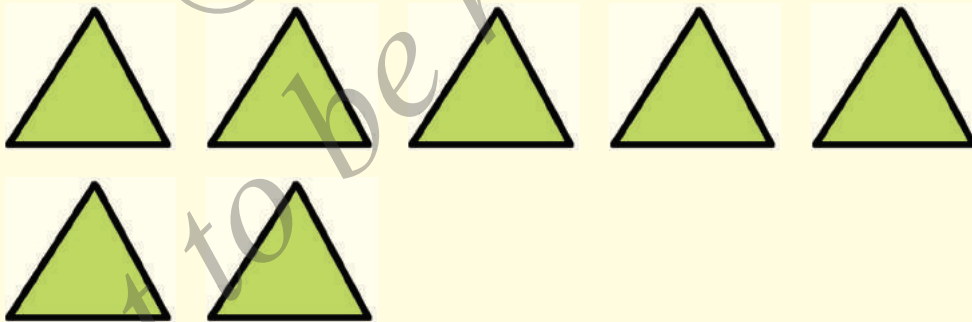
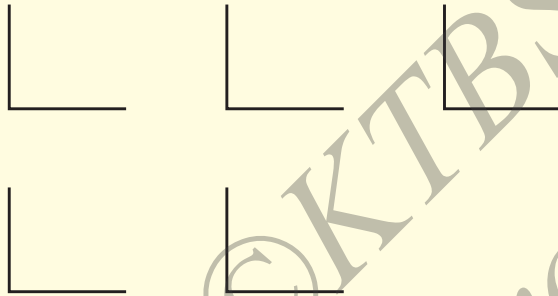
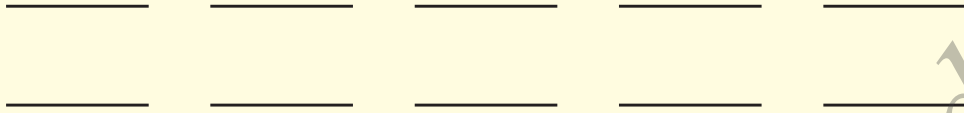
Model :





**Draw similar figure or figures to make them TEN figures in each box.**

Model :





# "TEN in many ways"



Can you count my eggs ?

A large square divided into four triangles by two diagonal lines. The top-left triangle is pink, the top-right is light blue, the bottom-left is light green, and the bottom-right is light pink. Each triangle contains several baskets of eggs. In the center of the square is a large white oval with the number 10 in red. Below the number 10, the text "Not to be republished" is written diagonally. Each triangle has a small box with a plus sign and two empty boxes for a math problem.

Top-left triangle (pink):  
Baskets: 4 eggs, 6 eggs  
 $4 + 6$

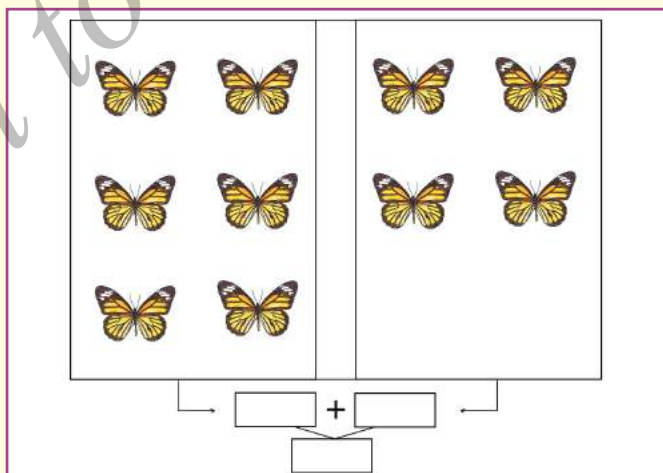
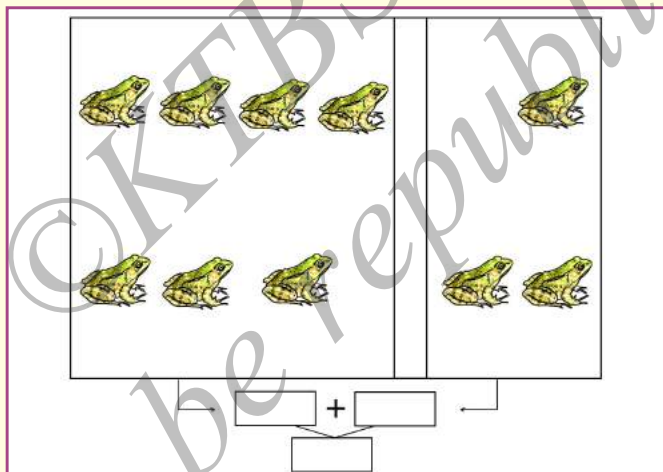
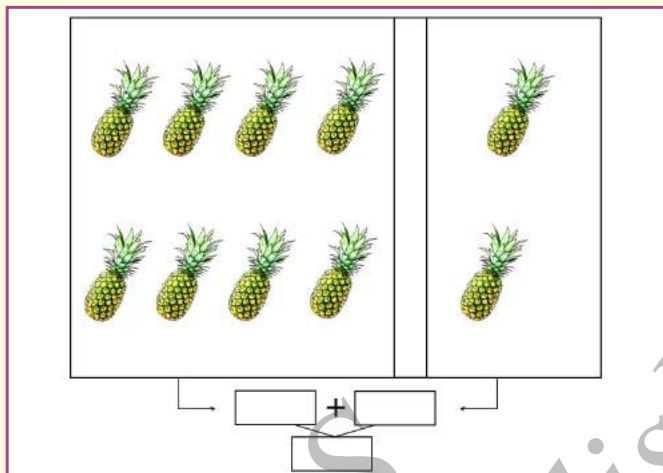
Top-right triangle (light blue):  
Baskets: 3 eggs, 7 eggs  
 $\square + \square$

Bottom-left triangle (light green):  
Baskets: 5 eggs, 5 eggs  
 $\square + \square$

Bottom-right triangle (light pink):  
Baskets: 2 eggs, 8 eggs  
 $\square + \square$



Count the objects in the two groups. Write the numbers.



## LESSON-8

### Units and Tens







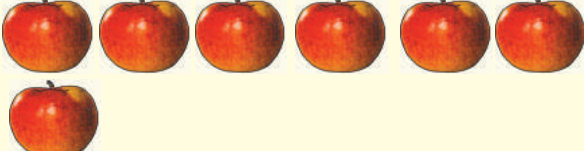
**After studying this unit, you can**

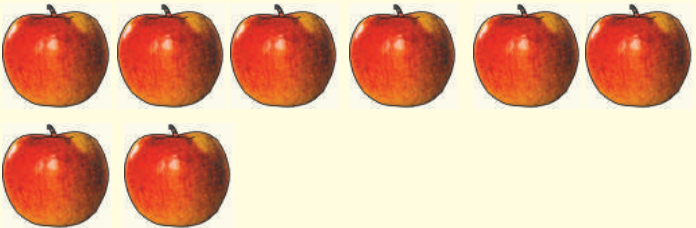
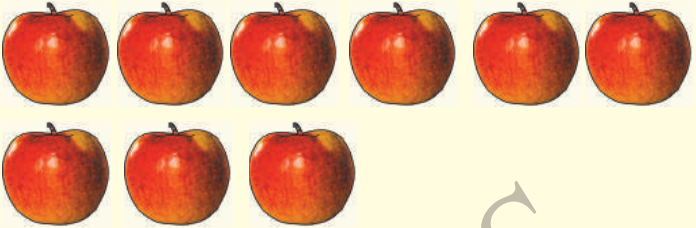
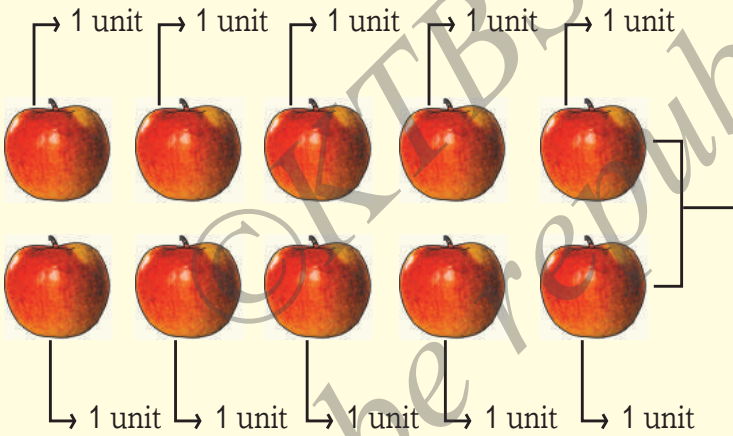
- ☞ form groups of tens and units in a collection.
- ☞ use the terms - tens and units.
- ☞ represent groups of tens and units through pictures.

**Count the apples. Write the number of apples in the box.**

Each apple is a unit

**Write the number of Units in the given box.**

	<div>1</div> <div>1</div>	apple unit
	<div></div> <div></div>	apples units
	<div></div> <div></div>	apples units
	<div></div> <div></div>	apples units
	<div></div> <div></div>	apples units
	<div></div> <div></div>	apples units
	<div></div> <div></div>	apples units

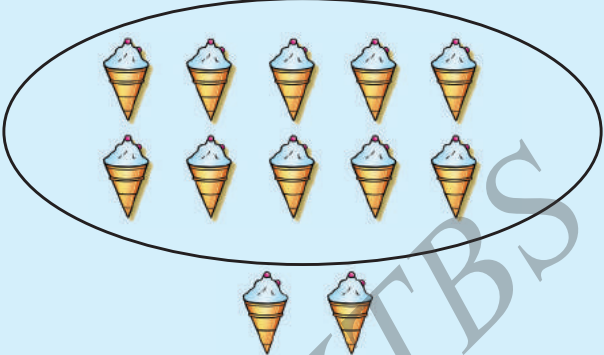
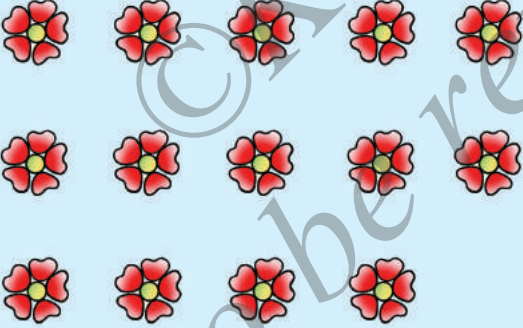

	<div><input type="text"/> apples</div> <div><input type="text"/> units</div>
	<div><input type="text"/> apples</div> <div><input type="text"/> units</div>
	<div><input type="text"/> apples</div> <div><input type="text"/> units</div> <div><b>1 TEN</b></div>

**-: NOTE :-**









Every object you  
count is ONE UNIT.















10 units make a  
group of 1 ten.

**Count and circle TEN objects. Write the number of round up objects and the remaining objects as shown.**

Objects	round up objects	remaining objects
<p>Example :</p> 	10	2
		
		



Count the Banans	Write the number of Bananas.		
	TENS	UNITS	NUMBER
 <div> <div>10</div> <div>1 TEN</div> </div> <div>+</div> <div>  <div>0</div> <div>0 UNIT</div> </div>	1	0	10
 <div> <div>10</div> <div>1 TEN</div> </div> <div>+</div> <div>  <div>1</div> <div>0 UNIT</div> </div>	1	1	11
 <div> <div></div> <div></div> </div> <div>+</div> <div>  <div></div> <div></div> </div>			12
 <div> <div></div> <div></div> </div> <div>+</div> <div>  <div></div> <div></div> </div>			13

 <div data-bbox="237 211 389 334" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> <div style="display: inline-block; vertical-align: middle; margin: 0 10px;">+</div> <div data-bbox="474 211 627 334" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> 			<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> <b>14</b> </div> </div>
 <div data-bbox="316 429 469 553" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> <div style="display: inline-block; vertical-align: middle; margin: 0 10px;">+</div> <div data-bbox="554 429 706 553" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> 			<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> <b>15</b> </div> </div>
 <div data-bbox="316 651 469 775" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> <div style="display: inline-block; vertical-align: middle; margin: 0 10px;">+</div> <div data-bbox="554 651 706 775" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> 			<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> <b>16</b> </div> </div>
 <div data-bbox="248 869 400 993" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> <div style="display: inline-block; vertical-align: middle; margin: 0 10px;">+</div> <div data-bbox="484 869 636 993" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> 			<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> <b>17</b> </div> </div>
 <div data-bbox="237 1095 389 1219" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> <div style="display: inline-block; vertical-align: middle; margin: 0 10px;">+</div> <div data-bbox="474 1095 627 1219" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> 			<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> <b>18</b> </div> </div>
 <div data-bbox="237 1319 389 1443" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> <div style="display: inline-block; vertical-align: middle; margin: 0 10px;">+</div> <div data-bbox="474 1319 627 1443" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> </div> 			<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> <b>19</b> </div> </div>
 <div data-bbox="237 1474 389 1597" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto; text-align: center;">10</div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto; text-align: center;">1 TEN</div> </div> <div style="display: inline-block; vertical-align: middle; margin: 0 10px;">+</div> <div data-bbox="454 1474 606 1597" style="display: inline-block; text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto 10px auto; text-align: center;">10</div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto; text-align: center;">1 TEN</div> </div>  <p style="margin-top: 10px;">2 TENS is written as _____</p>			<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> <b>20</b> </div> </div>



## LESSON-9

### Numbers - 11 to 20

**After studying this unit, you can**

- ☞ write the numbers from 11 to 20.
- ☞ identify and write before, after and between numbers (upto 20).

**Count the objects and write the numbers.**



11							



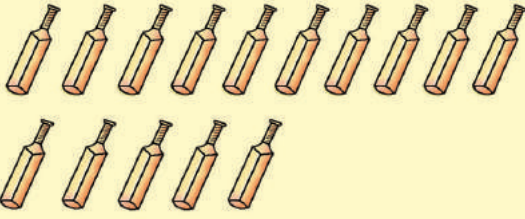
12	12	12					




13	13	13						



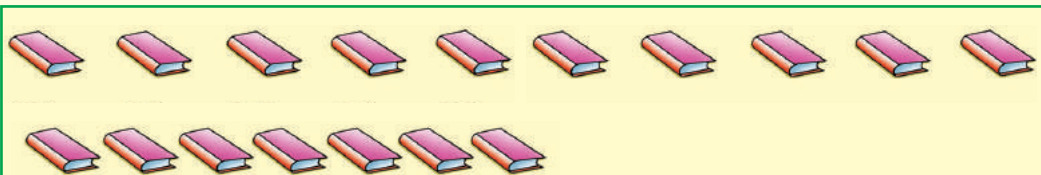
14	14	14						



15	15	15						



16	16	16						



17	17	17						



18	18	18						



19	19	19						



20	20	20						

**Read and write the numbers in the boxes.**

11	11							
12	12							
13	13							
14	14							
15	15							
16	16							
17	17							
18	18							
19	19							
20	20							

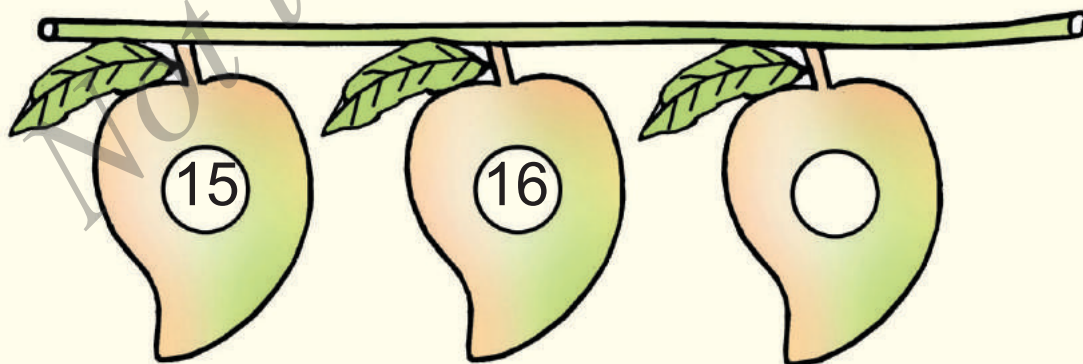
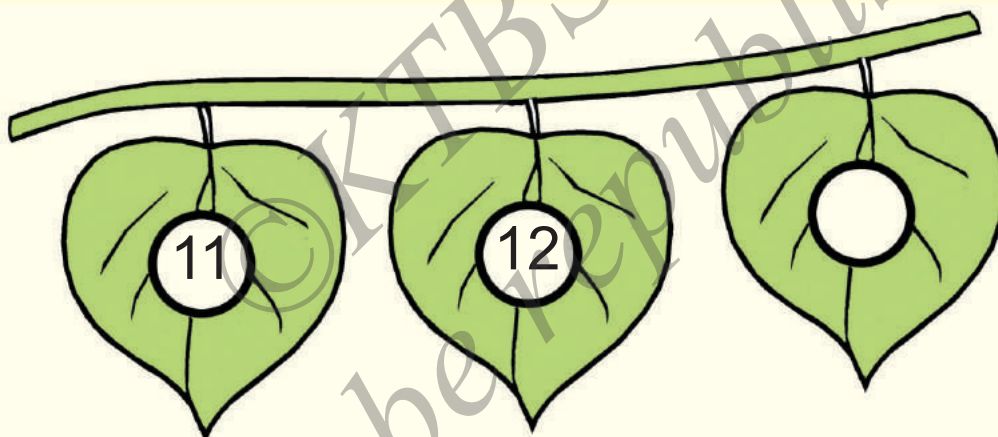
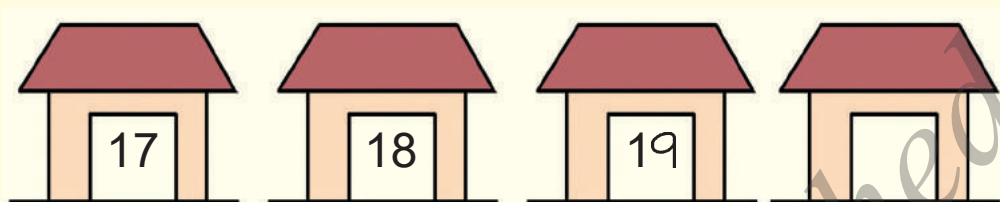


Look at the picture and  
write the missing numbers.

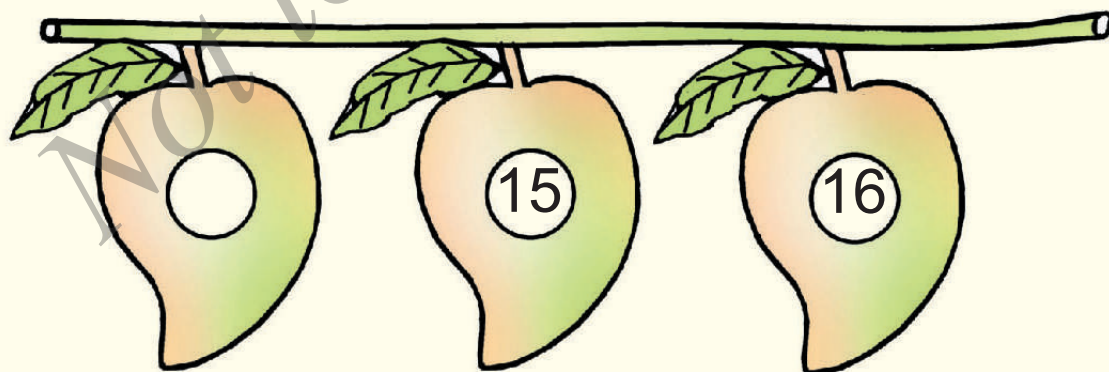
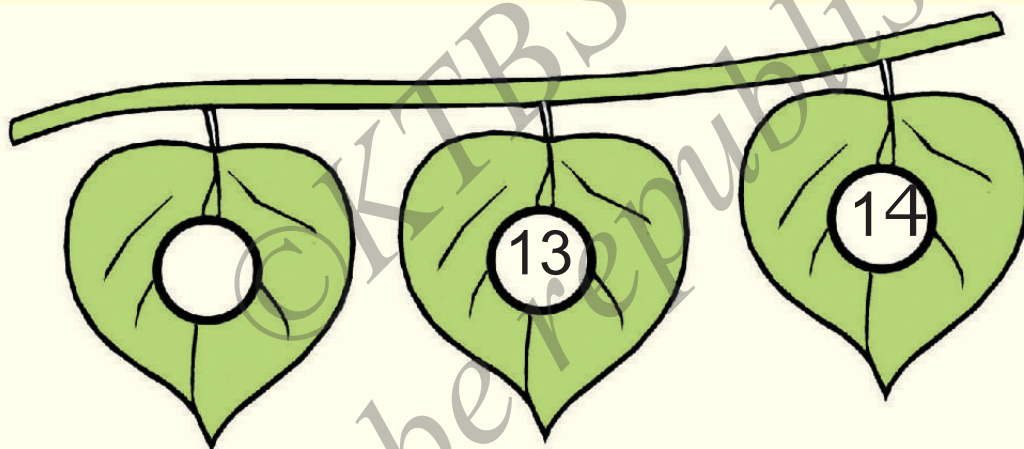
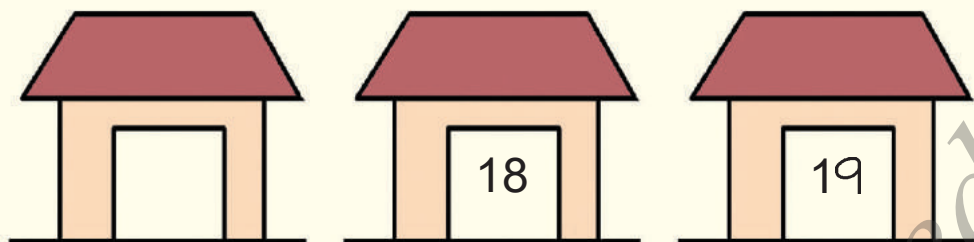


**After, Before and In-between number.**

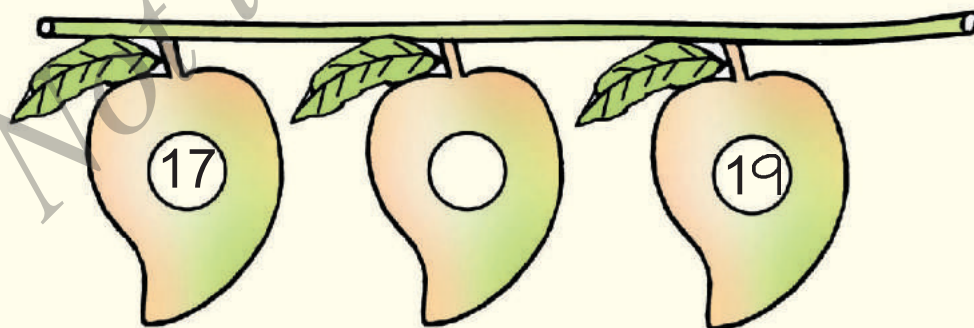
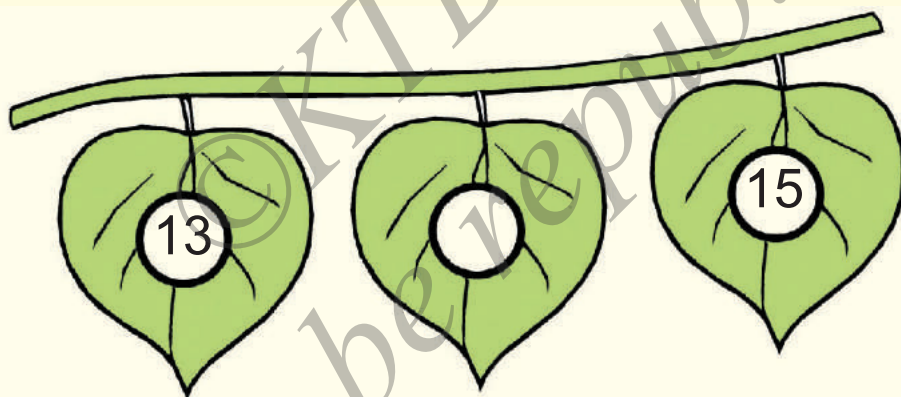
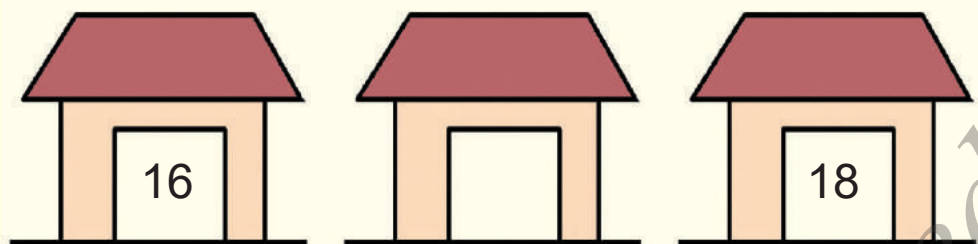
**Write the number which comes after.**



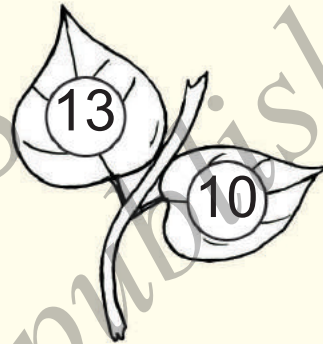
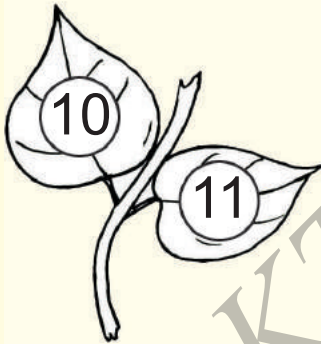
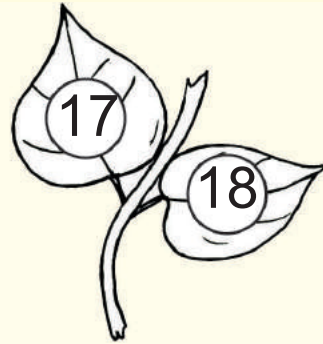
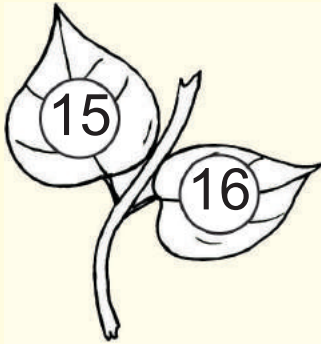
Write the number which comes **before**.



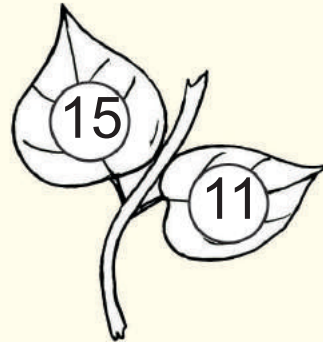
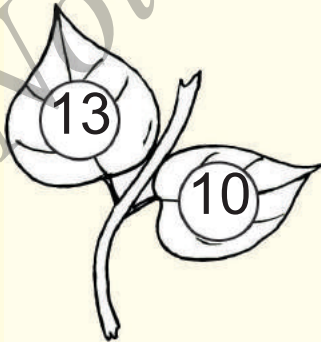
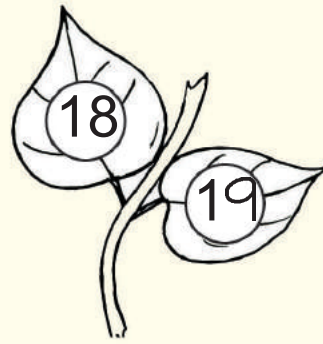
Write the number which comes in **between**.



Colour the leaf with the **bigger number** in each pair.

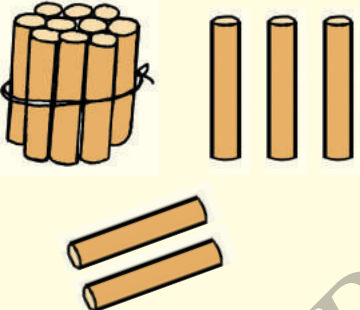


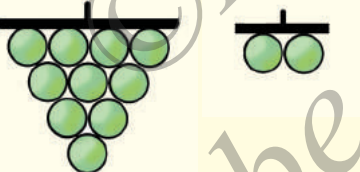
Colour the leaf with the **smaller number** in each pair.

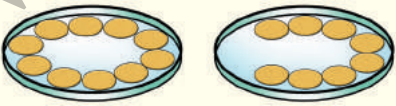


**Count the given objects. Compare the number of objects and the number given against the group. Put '✓' if they are same, put 'x' if they are not same.**

Example :

	<p>15</p>	<input checked="" type="checkbox"/>
---	-----------	-------------------------------------

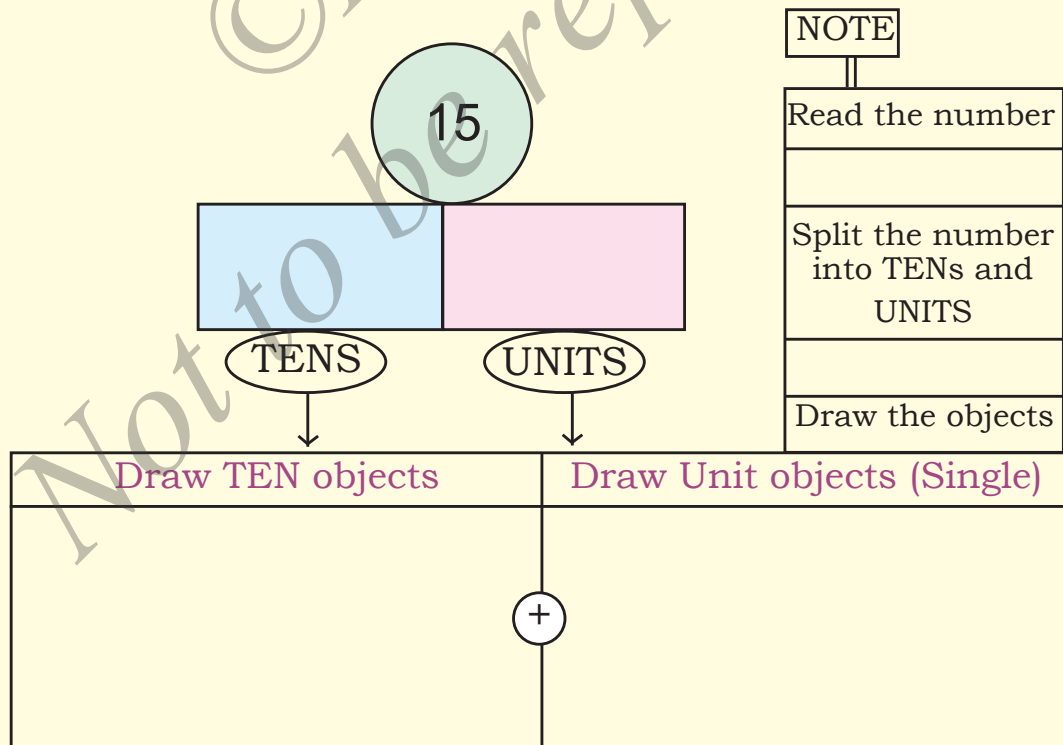
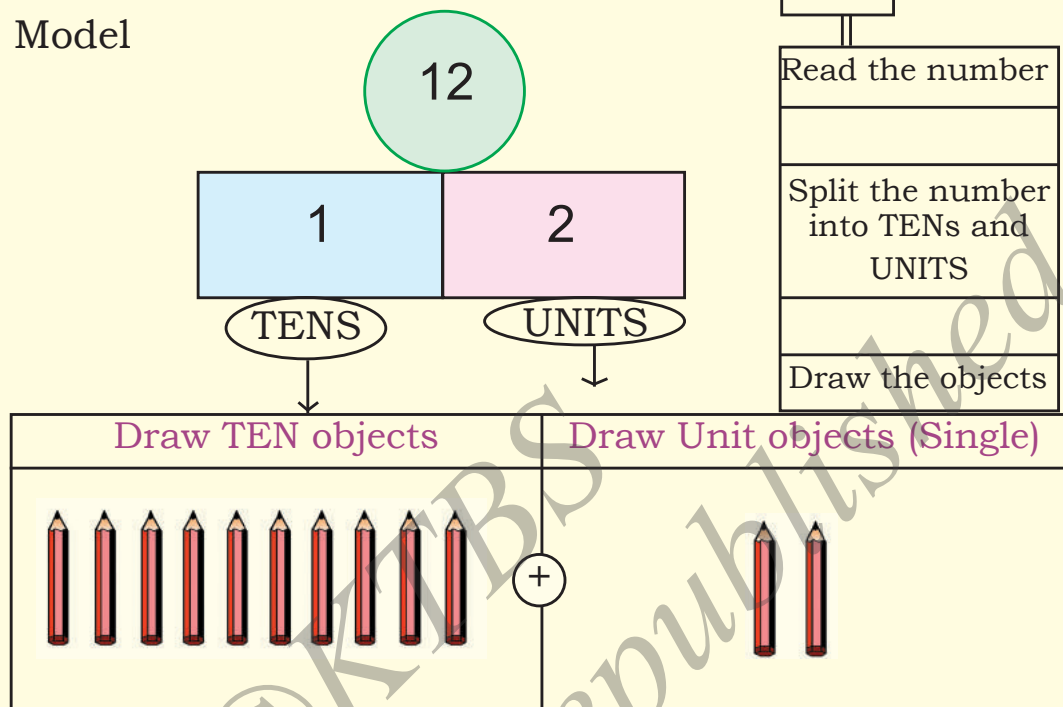
	<p>12</p>	<input type="checkbox"/>
--	-----------	--------------------------

	<p>18</p>	<input type="checkbox"/>
---	-----------	--------------------------



## Group of tens and units by drawing

Model





## LESSON-10

### Addition (sum not more than 20)

After studying this unit, you can

☞ find the sum of two numbers (sum not more than 20).

**Add :**

$$4 + 5 = \square$$

$$7 + 2 = \square$$

$$0 + 7 = \square$$

$$3 + 6 = \square$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \\ \hline \end{array}$$



$$\begin{array}{r} 3 \\ + 5 \\ \hline \\ \hline \end{array}$$

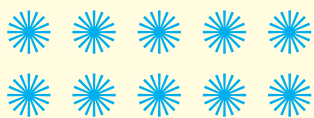
$$\begin{array}{r} 4 \\ + 4 \\ \hline \\ \hline \end{array}$$

**Count and Add :**

○ ○ ○ ○ ○ ○ ○ ○ ○ ●	= 9	+	<span style="border: 1px solid pink; padding: 2px;">1</span>	=	<span style="border: 1px solid green; padding: 2px;">10</span>
○ ○ ○ ○ ○ ○ ○ ○ ● ●	= 8	+	<span style="border: 1px solid pink; padding: 2px;"></span>	=	<span style="border: 1px solid green; padding: 2px;"></span>
○ ○ ○ ○ ○ ○ ○ ● ● ●	= <span style="border: 1px solid pink; padding: 2px;"></span>	+	<span style="border: 1px solid pink; padding: 2px;"></span>	=	<span style="border: 1px solid green; padding: 2px;"></span>
○ ○ ○ ○ ○ ○ ● ● ● ●	= <span style="border: 1px solid pink; padding: 2px;"></span>	+	<span style="border: 1px solid pink; padding: 2px;"></span>	=	<span style="border: 1px solid green; padding: 2px;"></span>
○ ○ ○ ○ ○ ● ● ● ● ●	= <span style="border: 1px solid pink; padding: 2px;"></span>	+	<span style="border: 1px solid pink; padding: 2px;"></span>	=	<span style="border: 1px solid green; padding: 2px;"></span>

**Count and Add :**

	
<span style="border: 1px solid pink; padding: 5px; display: inline-block;">10</span>	<span style="border: 1px solid pink; padding: 5px; display: inline-block;">1</span>
$+$	
$=$	
<span style="border: 1px solid green; padding: 5px; display: inline-block; width: 50px; height: 30px;"></span>	

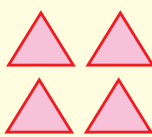
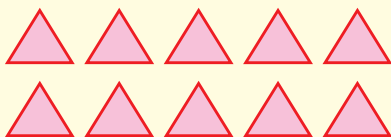


10

+

2

=



+



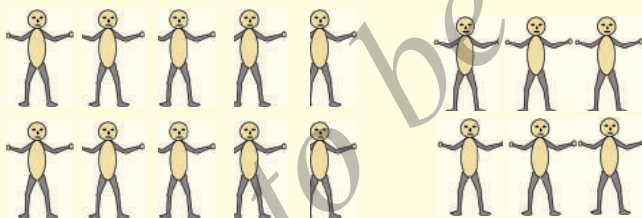
=



+



=



+



=



+



=

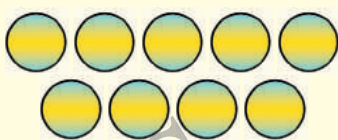
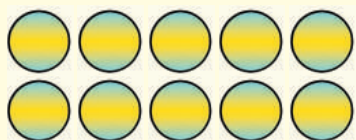




+



=



+



=



+



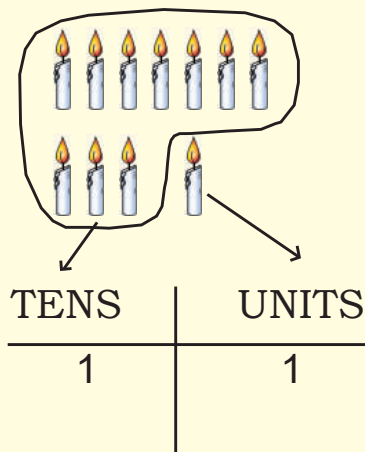
=



## Add

7 and 4

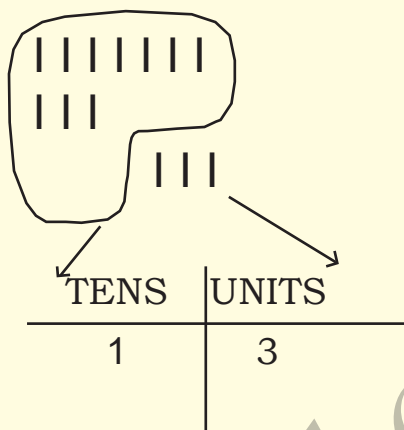
$$\begin{array}{r} 7 \text{ Units} \\ + 4 \text{ Units} \\ \hline 11 \text{ Units} \end{array}$$



$$\begin{array}{lcl} 11 \text{ Units} & = & 1 \text{ TEN } 1 \text{ UNIT} \\ & = & 11 \end{array}$$

8 and 5

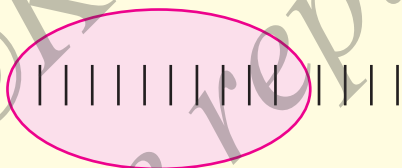
$$\begin{array}{r} 8 \text{ Units} \\ + 5 \text{ Units} \\ \hline 13 \text{ Units} \\ \hline \end{array}$$



$$\begin{array}{l} 13 \text{ Units} \\ = 1 \text{ TEN } 3 \text{ UNIT} \\ = 13 \end{array}$$

### Group and Add

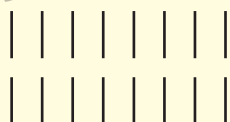
$$0 + 14 =$$



$$\begin{array}{l} = \square \text{ tens} + \square \text{ units} \\ = \square \end{array}$$

$$\begin{array}{r} 0 \\ + 14 \\ \hline \hline \end{array}$$

$$8 + 8 =$$



$$\begin{array}{l} = \square \text{ tens} + \square \text{ units} \\ = \square \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \hline \end{array}$$

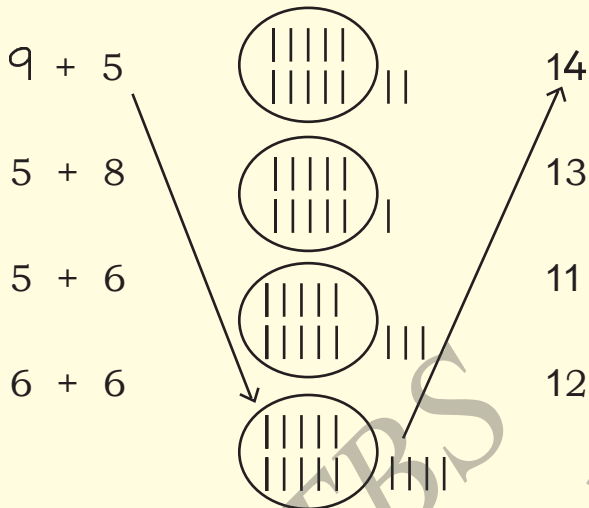
$$2 + 11 =$$



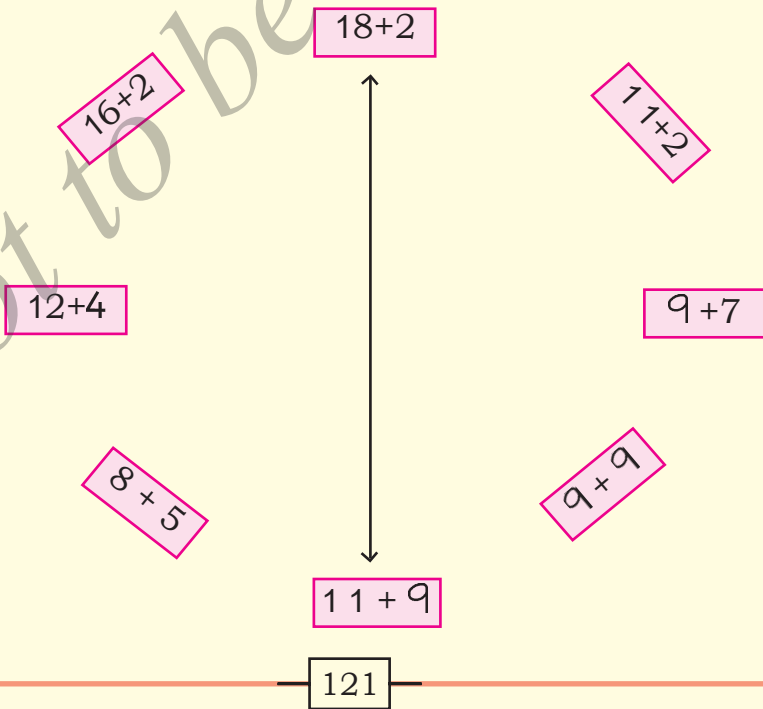
$$\begin{array}{l} = \square \text{ tens} + \square \text{ units} \\ = \square \end{array}$$

$$\begin{array}{r} 2 \\ + 11 \\ \hline \hline \end{array}$$

## Add and Match.



Match the pairs which are equal as shown.



## LESSON-11

### Subtraction (difference not more than 20)

After studying this unit, you can

- ✎ subtract numbers (difference not more than 20).

6 out of 10 eggs were used. How many left ?



$$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$$

TENS	UNITS
0	4

Take away 5 from 12.



$$\begin{array}{r} 12 \\ - 5 \\ \hline 7 \end{array}$$

TENS	UNITS
0	7

Take away 8 from 14.



$$\begin{array}{r} 14 \\ - 8 \\ \hline 6 \end{array}$$

TENS	UNITS
0	6

**Subtract 5 from 15.**

$$\begin{array}{r} 15 \\ - 5 \\ \hline 10 \end{array}$$



TENS	UNITS
1	0

**Subtract 7 from 11.**

$$\begin{array}{r} 11 \\ - 7 \\ \hline 4 \end{array}$$



TENS	UNITS
0	4

**Subtract 6 from 17.**

$$\begin{array}{r} 17 \\ - 6 \\ \hline 11 \end{array}$$



TENS	UNITS
1	1

Take away  
9 from 19.

$$\begin{array}{r} 19 \\ - 9 \\ \hline \\ \hline \end{array}$$

Take away  
4 from 18.

$$\begin{array}{r} 18 \\ - 4 \\ \hline \\ \hline \end{array}$$



**Take away 11 from 17.**

**Take away 12 from 12.**

**Take away 0 from 13.**

**Take away 6 from 16.**

**Solve.**

$$\begin{array}{r} 8 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 18 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 11 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 4 \\ \hline \\ \hline \end{array}$$

## Lesson - 12

### Numbers 21 to 99

**After studying this unit, you can**

☞ identify and write numbers from 21 to 99.

**Read and write the numbers in the boxes.**

21	21							
22	22							
23	23							
24	24							
25	25							
26	26							
27	27							
28	28							
29	29							
30	30							

**Fill in the missing numbers.**

(a) by forward counting :-

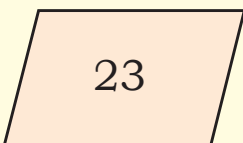
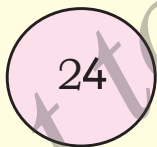
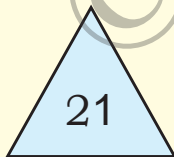
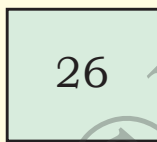


(b) by backward counting :-

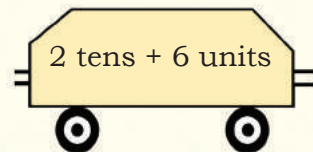
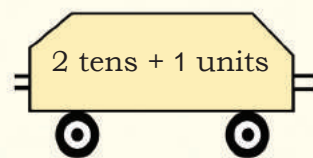
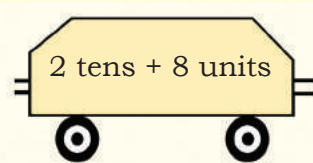
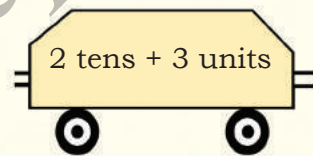
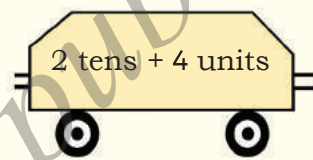


**Match the following as shown.**

A

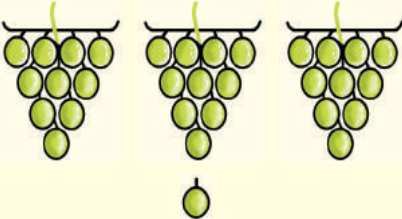
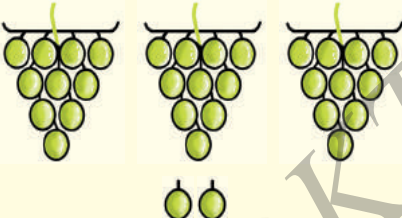
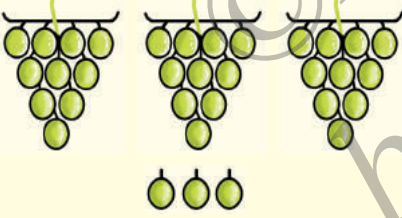
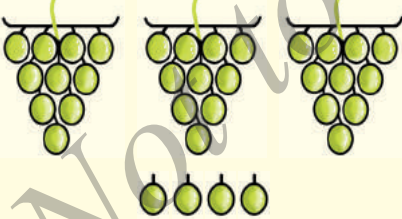
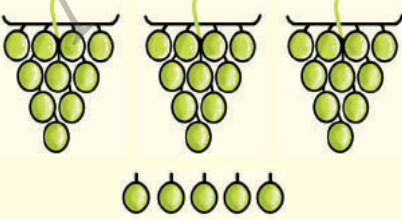


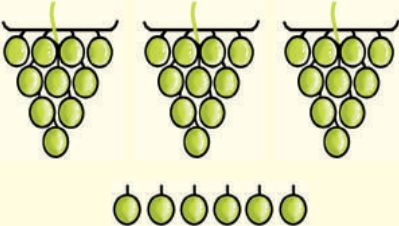
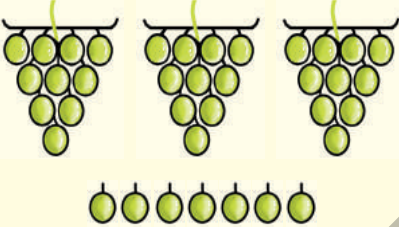
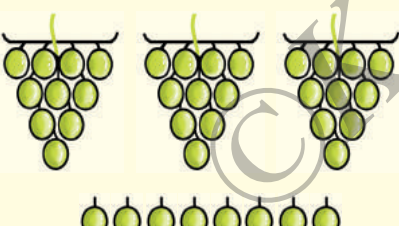
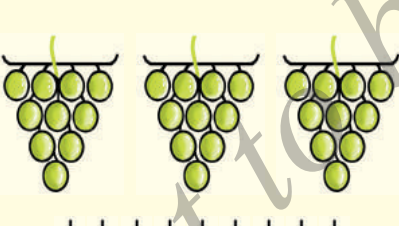
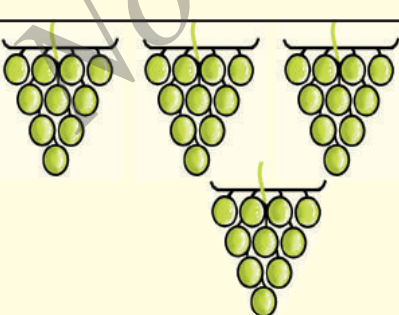
B



## Number 31 to 50

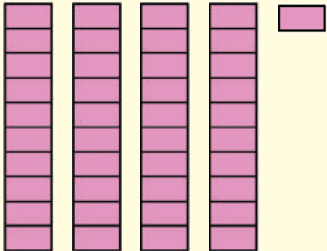
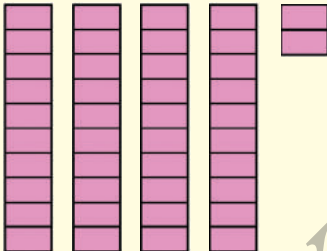
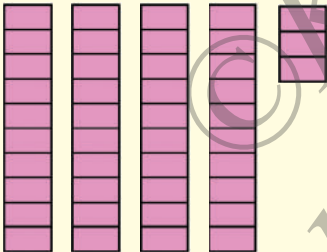
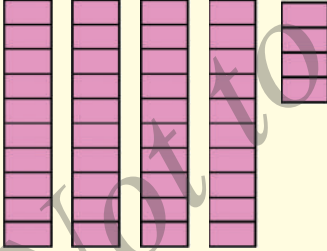
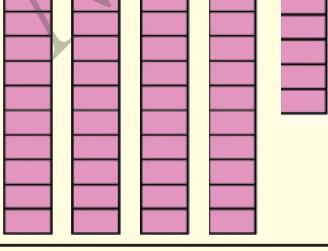
**Count and write.**

Count the objects	Tens	Units	Read the number
	3	1	31
			32
			33
			34
			35

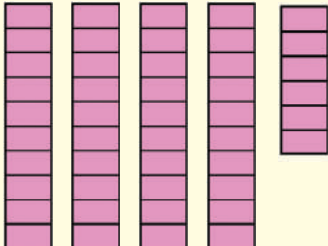
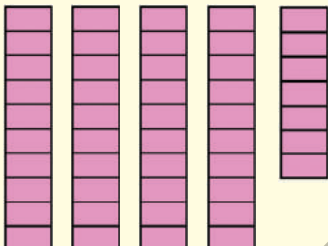
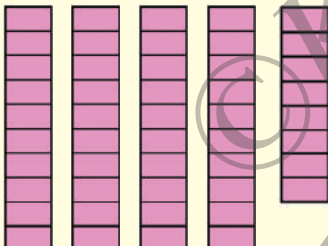
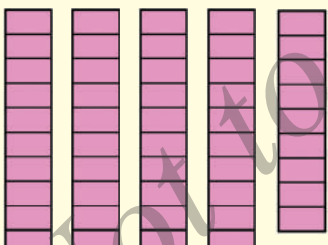
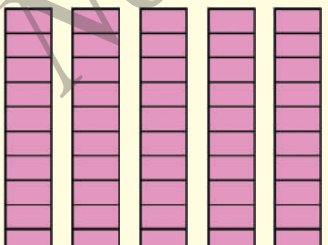
Count the objects	Tens	Units	Read the number
			36
			37
			38
			39
			40

**Read and write the numbers in the boxes.**

31	31							
32	32							
33	33							
34	34							
35	35							
36	36							
37	37							
38	38							
39	39							
40	40							

Count the objects	Tens	Units	Read the number
	4	1	41
			42
			43
			44
			45

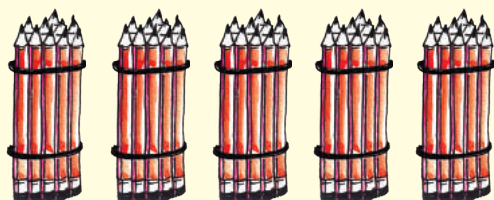


Count the objects	Tens	Units	Read the number
			46
			47
			48
			49
			50

**Read and write the numbers in the boxes.**

41	41							
42	42							
43	43							
44	44							
45	45							
46	46							
47	47							
48	48							
49	49							
50	50							

Fill in the blanks :-

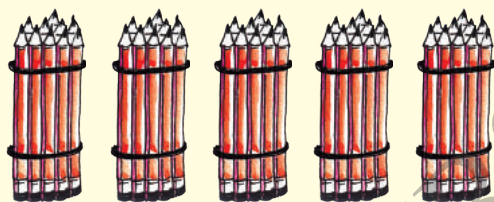


5 TENS



1 UNIT

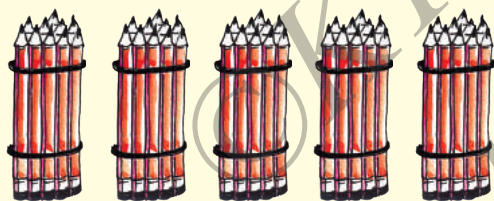
51



5 TENS



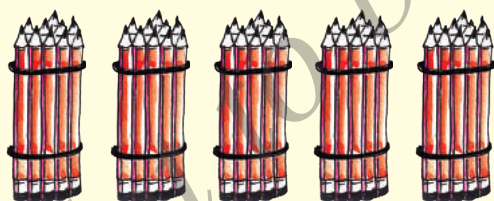
2 UNITS



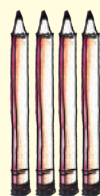
5 TENS



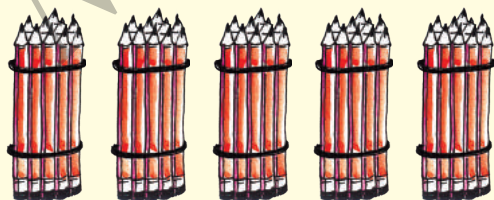
3 UNITS



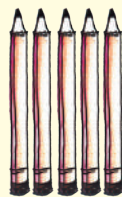
5 TENS



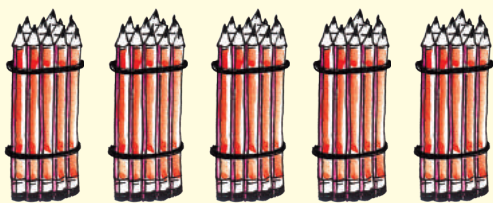
4 UNITS



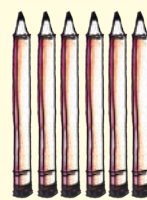
5 TENS



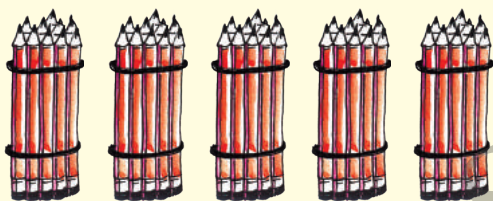
5 UNITS



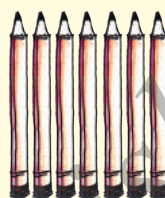
5 TENS



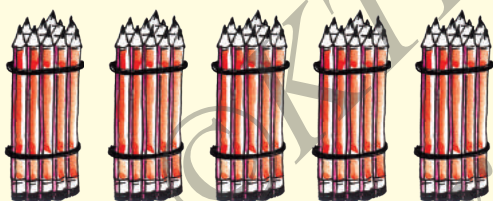
6 UNITS



5 TENS



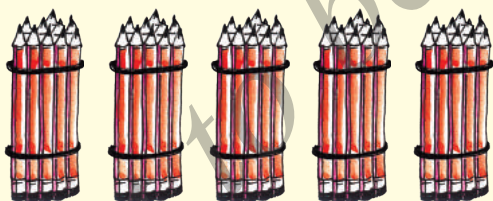
7 UNITS



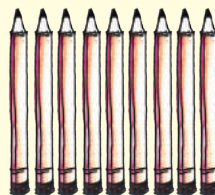
5 TENS



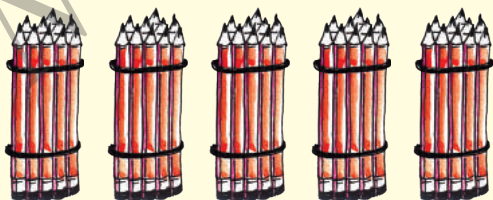
8 UNITS



5 TENS



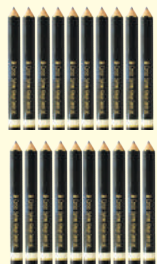
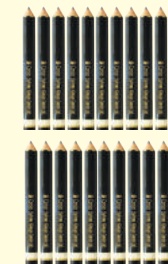
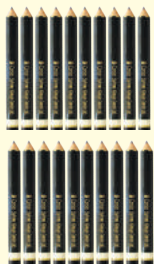
9 UNITS



5 TENS



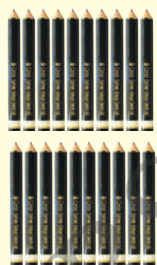
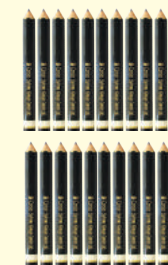
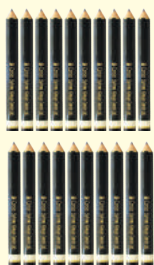
1 TEN



61

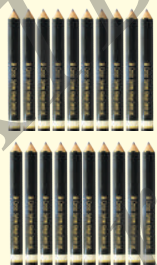
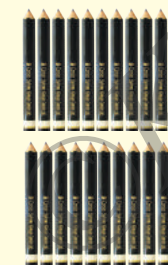
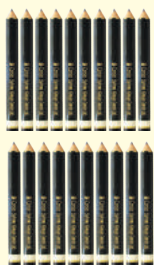
6 TENS

1 UNIT



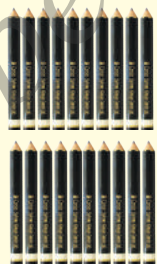
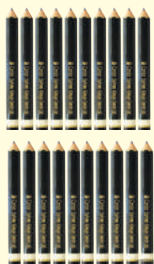
6 TENS

2 UNITS



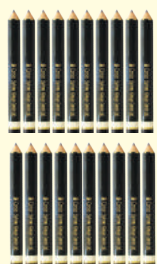
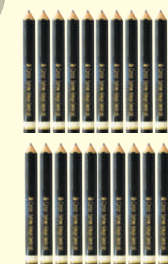
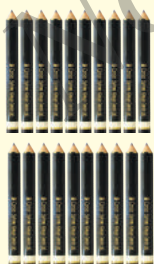
6 TENS

3 UNITS



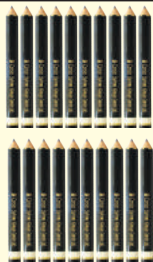
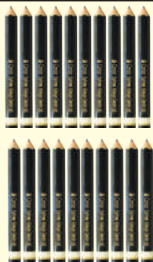
6 TENS

4 UNITS



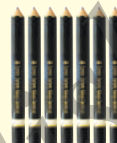
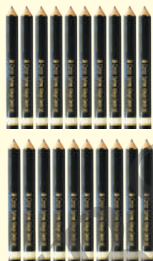
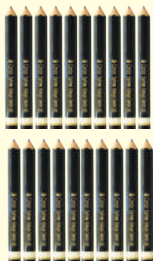
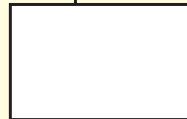
6 TENS

5 UNITS



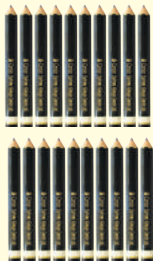
6 TENS

6 UNITS



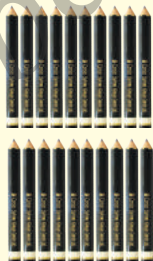
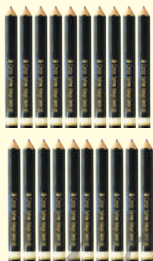
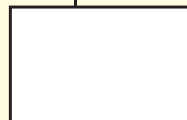
6 TENS

7 UNITS



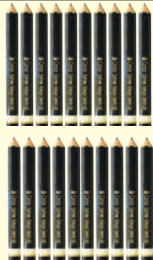
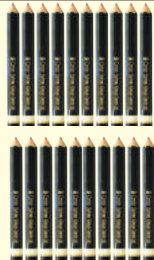
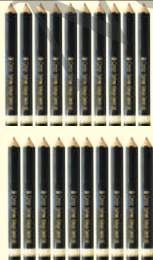
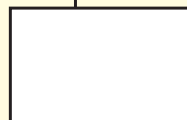
6 TENS

8 UNITS



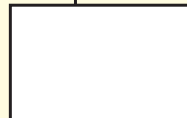
6 TENS

9 UNITS



6 TENS

1 TEN



## Numbers from 51 to 70.

Read and write the numbers in the boxes.

51	51				61	61		
52	52				62	62		
53	53				63	63		
54	54				64	64		
55	55				65	65		
56	56				66	66		
57	57				67	67		
58	58				68	68		
59	59				69	69		
60	60				70	70		

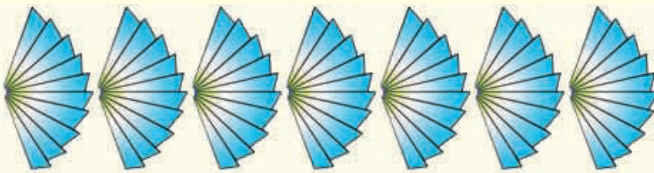

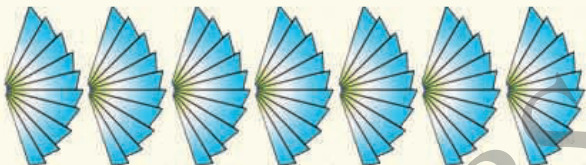





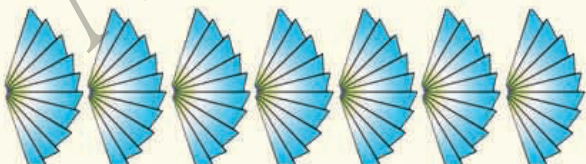



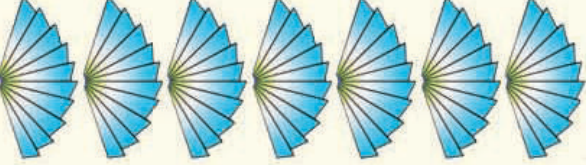


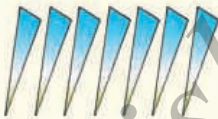



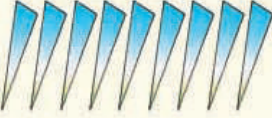
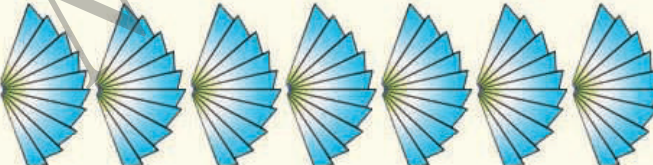

Write the number that,

comes before	comes after
<div data-bbox="198 318 349 536"></div> <div data-bbox="411 318 562 536"></div> <div data-bbox="219 555 336 700"></div> <div data-bbox="425 555 541 700"></div> <div data-bbox="226 737 336 846"></div> <div data-bbox="432 737 541 846"></div>	<div data-bbox="782 318 932 536"></div> <div data-bbox="980 318 1131 536"></div> <div data-bbox="802 555 919 700"></div> <div data-bbox="1008 555 1125 700"></div> <div data-bbox="802 737 912 846"></div> <div data-bbox="1008 737 1118 846"></div>

comes in between
<div data-bbox="349 1110 500 1328"></div> <div data-bbox="596 1110 747 1328"></div> <div data-bbox="830 1110 980 1328"></div> <div data-bbox="370 1346 480 1492"></div> <div data-bbox="617 1346 727 1492"></div> <div data-bbox="850 1346 960 1492"></div> <div data-bbox="377 1528 487 1638"></div> <div data-bbox="624 1528 734 1638"></div> <div data-bbox="857 1528 967 1638"></div>

Fill in the blanks :-

 7 TENS	 1 UNIT	71
 7 TENS	 2 UNITS	
 7 TENS	 3 UNITS	
 7 TENS	 4 UNITS	
 7 TENS	 5 UNITS	

 <p>7 TENS</p>	 <p>6 UNITS</p>	<input type="text"/>
 <p>7 TENS</p>	 <p>7 UNITS</p>	<input type="text"/>
 <p>7 TENS</p>	 <p>8 UNITS</p>	<input type="text"/>
 <p>7 TENS</p>	 <p>9 UNITS</p>	<input type="text"/>
 <p>7 TENS</p>	 <p>1 TEN</p>	<input type="text"/>



8 TENS



1 UNIT

81



8 TENS



2 UNITS



8 TENS



3 UNITS



8 TENS



4 UNITS



8 TENS



5 UNITS





8 TENS



6 UNITS



8 TENS



7 UNITS



8 TENS



8 UNITS



8 TENS



9 UNITS



8 TENS



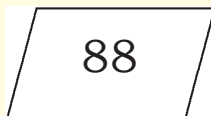
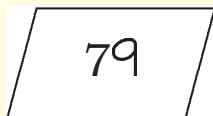
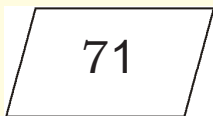
1 TEN

**Read and write the numbers in the boxes.**

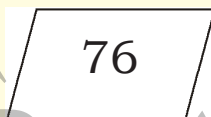
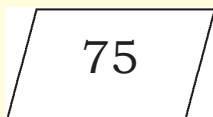
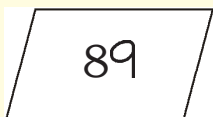
71	71			81	81		
72	72			82	82		
73	73			83	83		
74	74			84	84		
75	75			85	85		
76	76			86	86		
77	77			87	87		
78	78			88	88		
79	79			89	89		
80	80			90	90		

Tick (✓) the card which has **smallest** number :

1)

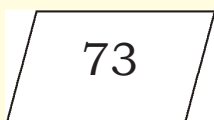
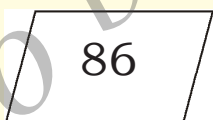


2)

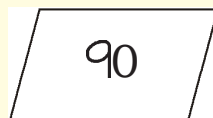
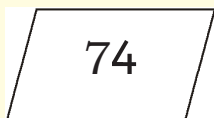
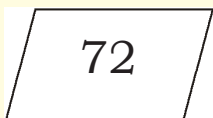


Tick (✓) the card which has **biggest** number :

1)



2)





Read and write the numbers in the boxes.

91	91					
92	92					
93	93					
94	94					
95	95					
96	96					
97	97					
98	98					
99	99					

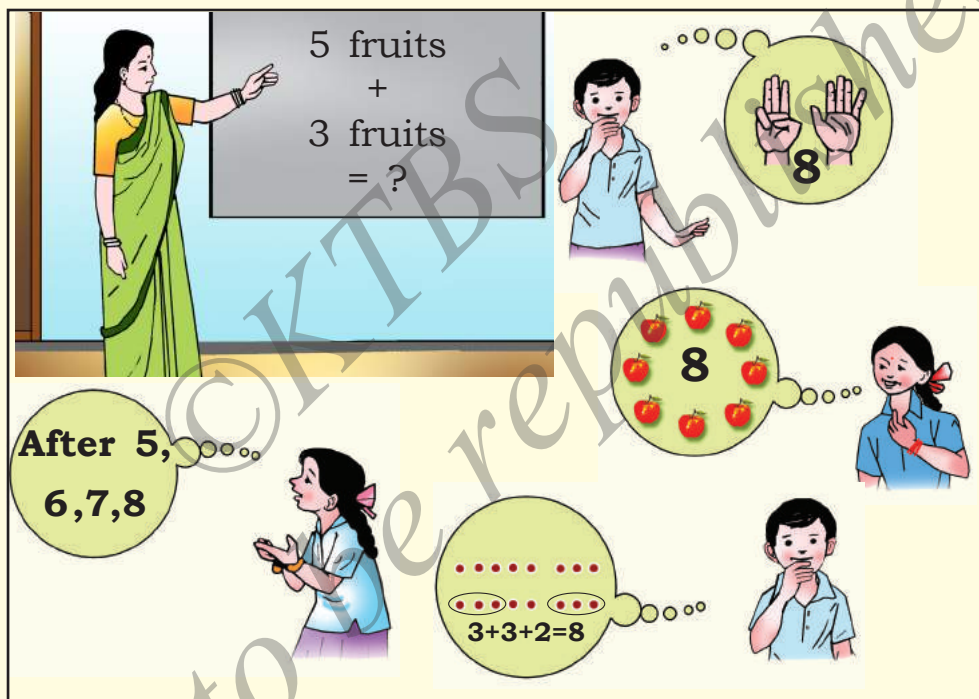
## Lesson -13

### Mental Arithmetic

After studying this unit, you can

☞ add two single digit numbers mentally.

Observe this picture :



Problems can be solved mentally like this. Now you try.

4 chocolates + 2 chocolates = ..... chocolates.

5 parrots + 4 parrots = ..... parrots.

3 rabbits + 6 rabbits = ..... rabbits.

2 balls + 7 balls = ..... balls.

8 butterflies + 6 butterflies = ..... butterflies.

## 2. To find the next number in a number pattern.



2, 4, 6 .....  
what is the next  
number ?



Numbers have  
increased by 2  
 $6 + 2 = 8$



12, 9, 6 .....  
what is the next  
number ?

Numbers have  
decreased by 3.  
3 less than 6 is 3



### Solve mentally.

- 1) 3, 6, 9, .....
- 2) 4, 8, 12, .....
- 3) 8, 7, 6, .....
- 4) 10, 8, 6, .....

### I. Answer orally.

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

### II. Fill the blanks to make both sides equal.

$6 + \square = 10$

$12 = \square + 8$

$10 + \square = 15$

$12 = \square + 6$

$\square + 6 = 9$

$3 = 0 + \square$

$\square + 3 = 10$

$15 = 7 + \square$

### III. Answer Orally.

- 1) One shelf has 5 books and another has 4 books.

There are \_\_\_\_\_ books in both shelves.

- 2) Suma collects ₹ 5 from her father and 10 from her mother. How much money did Suma collect from her parents ?

**IV. Answer quickly.**

$4 + 2 = \underline{\hspace{2cm}}$

$2 + 3 = \underline{\hspace{2cm}}$

$8 + 4 = \underline{\hspace{2cm}}$

$5 + 6 = \underline{\hspace{2cm}}$

$9 + 8 = \underline{\hspace{2cm}}$

$8 + 8 = \underline{\hspace{2cm}}$

$10 + 9 = \underline{\hspace{2cm}}$

$2 + 1 = \underline{\hspace{2cm}}$

$3 + 2 = \underline{\hspace{2cm}}$

$4 + 3 = \underline{\hspace{2cm}}$

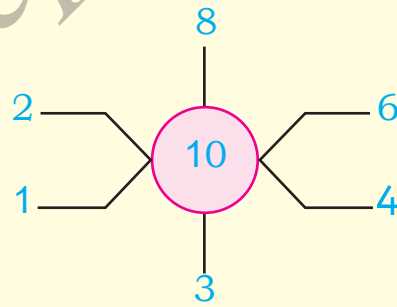
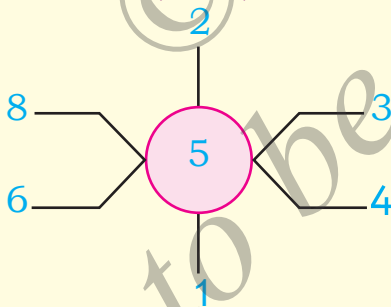
$6 + 5 = \underline{\hspace{2cm}}$

$8 + 9 = \underline{\hspace{2cm}}$

$7 + 8 = \underline{\hspace{2cm}}$

$9 + 10 = \underline{\hspace{2cm}}$

- 2) Add the centre number to each of the numbers outside the circle (oral).



- 3) Write the next number.

- 1) 2, 4, 6,
- 2) 3, 5, 7,
- 3) 5, 7, 9,
- 4) 10, 12, 14,
- 5) 9, 11, 13,

**4) Count backward and give the next number.**

- 1) 8, 6, 4,
- 2) 10, 8, 6,
- 3) 12, 10, 8,
- 4) 20, 15, 10,
- 5) 9, 6, 3,

**5) Say whether the following statements are true/false.**

- 1)  $3 + 2 = 5$
- 2)  $6 + 6 = 4$
- 3) One day Sita ate 3 bananas in the morning and 2 bananas in the evening. Then, Sita ate 6 bananas in a day.
- 4) Raju practices a song 3 times in the morning and 5 times in the evening. So, Raju practiced 8 times on that day.
- 5) Rama has 5 marbles and Raheem has 4 marbles in their pockets. Rama and Raheem together have 10 marbles.
- 6) Charan has 5 pens. Chandana has 7 pens. They have 15 pens altogether.

**7) Add :**

$$\begin{array}{l} 1 + 1 = \square + 1 = \square + 1 = \square + 1 = \square + 1 = \square \\ 2 + 2 = \square + 2 = \square + 2 = \square + 2 = \square + 2 = \square \\ 3 + 3 = \square + 3 = \square + 3 = \square \\ 4 + 4 = \square + 4 = \square \end{array}$$

**8) Add :**

$1 + 0 = \underline{\hspace{2cm}}$

$3 + 1 = \underline{\hspace{2cm}}$

$5 + 2 = \underline{\hspace{2cm}}$

$7 + 1 = \underline{\hspace{2cm}}$

$9 + 0 = \underline{\hspace{2cm}}$

$8 + 2 = \underline{\hspace{2cm}}$

$9 + 7 = \underline{\hspace{2cm}}$

$6 + 8 = \underline{\hspace{2cm}}$

**Say the answer orally :**

- 1) A fruit vendor has 9 Mangoes and 8 apples in his basket. How many fruits are there in the basket ?
- 2) Raju has kept 7 books in the school bag and 6 books in the shelf. How many books are there altogether ?
- 3) A balloon seller is holding 3 balloons in his right hand and 6 balloons in his left hand. How many balloons are there in all ?
- 4) A girl is wearing 8 bangles on one hand and 6 bangles on the other hand. How many bangles are there together?



## Lesson -14

### MONEY

**After studying this unit, you can**

- ☞ identify the currency notes and coins in use in our country.
- ☞ get familiar with these coins and notes, make the given amount using different combinations of coins and notes.
- ☞ relate the cost of material with currency.

#### **“Money”**

Money Money Money  
Coins are many  
Drop them all  
One by one  
Hear the sound  
Tun Tun Tun

#### **Situation 1**

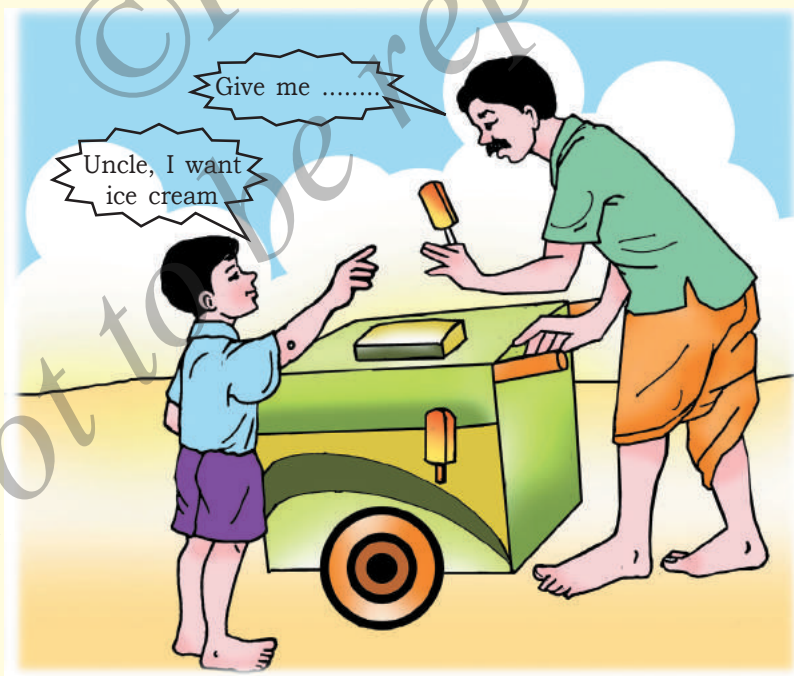


## Situation 2



Mother, I want banana ? I need ..... to give the vendor.

## Situation 3





## Situation 4



**What is required to buy the articles in the above situations ?**







Write your answer or response in this box.

**You know that MONEY is required to buy things.  
In our country, money is in the form of coins and notes.**

	<b>50 paise</b>
	<b>1 Rupee</b>
	<b>2 Rupees</b>
	<b>5 Rupees</b>
	<b>10 Rupees</b>

## These are commonly used notes

Look at the given notes and tell their values.

	<b>1 Rupee</b>
	<b>2 Rupees</b>
	<b>5 Rupees</b>
	<b>10 Rupees</b>
	<b>20 Rupees</b>
	<b>50 Rupees</b>



## Additional Information

### Indian Currency








**1 Rupee = 100 paise**

Symbol of Rupee



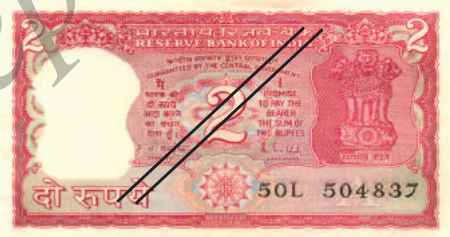




Match the following as shown.

Money in symbol	Coins
₹ 1	
₹ 5	
₹ 2	
₹ 10	
50 paise	




Match the following as shown.

Money in symbol	Notes
₹ 2	
₹ 10	
₹ 5	
₹ 20	
₹ 1	

### Activity :

Take a sheet of paper. Place a ₹ 1 coin below the paper. Scratch on the paper using a pencil on the coin. What do you get ?

<p>You get a picture like this.</p> 	<p>Trace the other face of ₹ 1 coin.</p>
---	--

**Repeat the above activity using 50 paise, ₹ 2, ₹ 5 coins.**

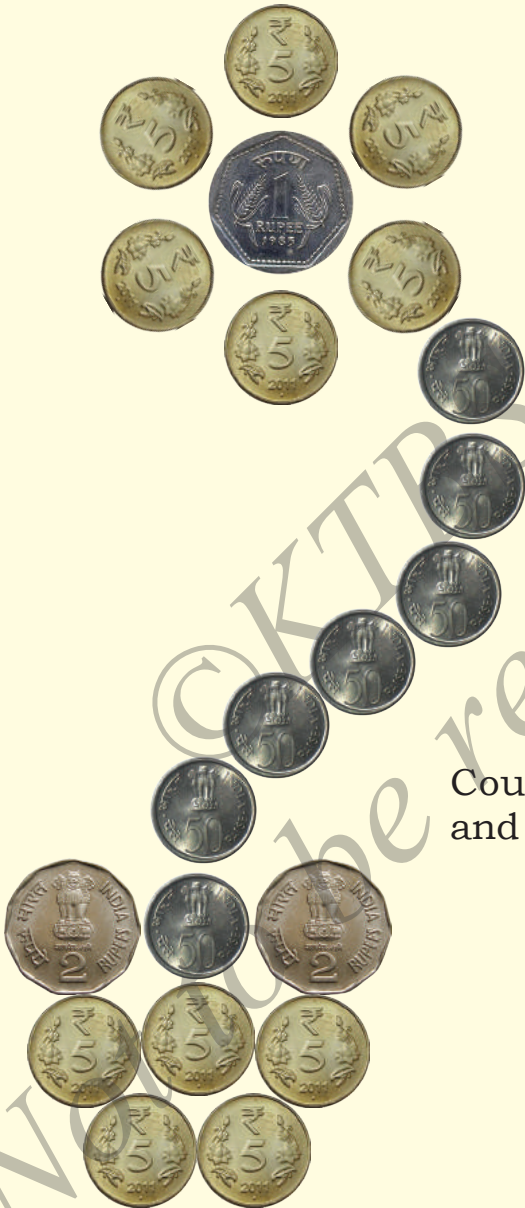
₹ 2

₹ 5

50 paise

### Activity :

Observe the coins.



Count the different coins and write.

50 Paise

₹ 1

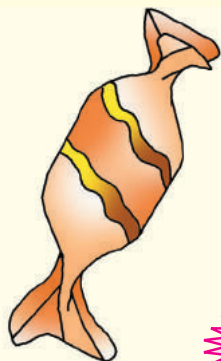
₹ 2

₹ 5

Total number  
of coins.

Observe the given articles and their prices. Put ✓ for the coin OR note that has to be paid to buy them.

Model :



50 paise


☐

☐

☐

☐


₹ 5


☐

☐

☐

☐


₹ 1


☐

☐

☐

☐



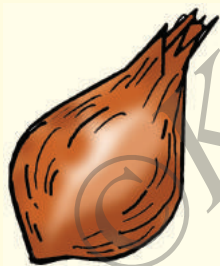
₹ 2











₹ 10











₹ 20





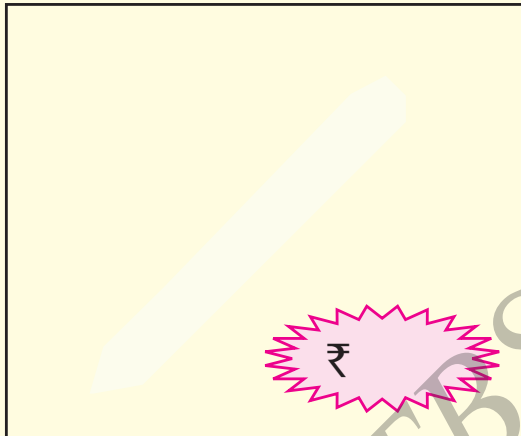

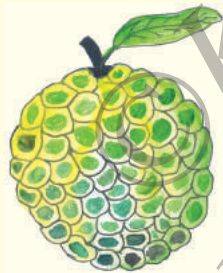













## Money - Addition




Observe the articles and the notes representing their prices. Write the price of each article.

## Activity















Look at the price tag on the articles. Which two notes/ coins given above can you use to buy these things?

<p><b>Model :</b></p> 	<p>₹ 10 + ₹ 5</p>
 	



 <p>₹ 7</p>	
 <p>₹ 4</p>	
 <p>₹ 25</p>	
 <p>₹ 3</p>	
 <p>₹ 12</p>	

Look at the price of the articles. Match the articles and the amount to be paid.

 <p>₹ 15</p>	
 <p>₹ 11</p>	
 <p>₹ 10</p>	
 <p>₹ 12</p>	
 <p>₹ 5</p>	
 <p>₹ 2</p>	

## KIDS CORNER

Look at the price of the toys and answer the following questions.

1)



₹ 10

2)



₹ 5

3)



₹ 2

4)



₹ 5

Questions	Write the serial number of the toy/s.
1) Which two toys can you buy for ₹ 10 ?	2 , 4
2) Which one toy can you buy for ₹ 10 ?	
3) Which one toy can you buy for ₹ 5 ?	
4) Which two toys can you buy for ₹ 5 ?	

## Lesson - 15

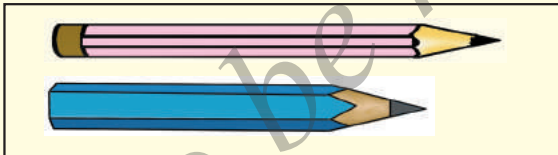
### Length

#### After studying this unit, you can

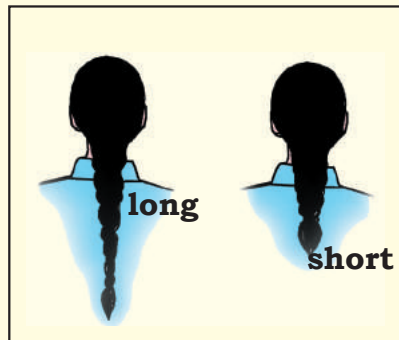
- ☞ distinguish between, long and short, tall and short, high and low.
- ☞ seriate the objects by comparing their length.
- ☞ measure length using non-standard units such as hand span, foot span, cubits.
- ☞ estimate distance and length and verify using non-standard units.

#### Long and Short

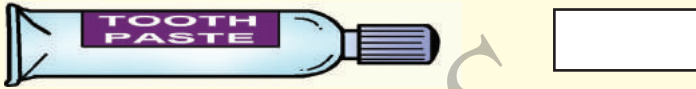
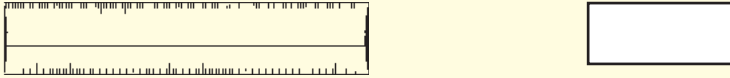
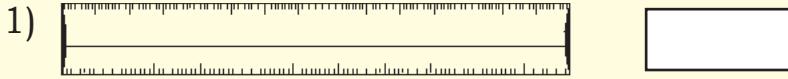
Observe these pencils.



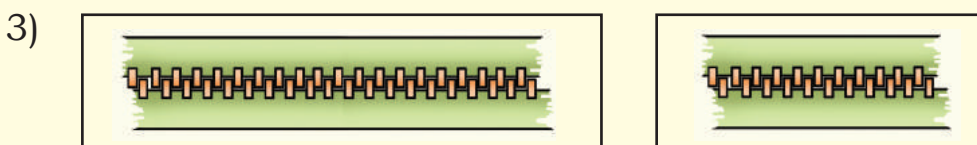
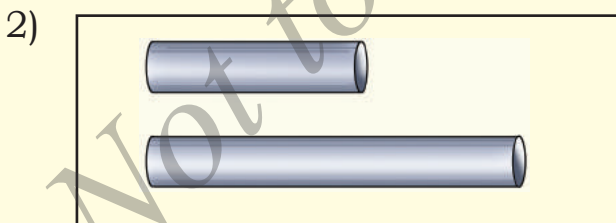
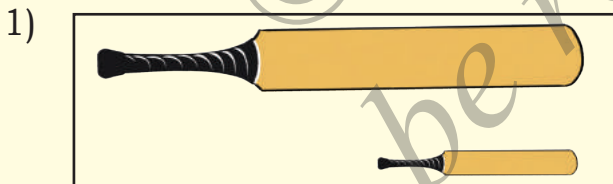
The pink pencil is **long**.  
The blue pencil is **short**.



Tick ✓ the **long** ones :



Ring the **short** ones :



Number the pictures 1, 2, 3, 4 from **shortest** to **longest**.

1)



2)



3)



## TALL AND SHORT

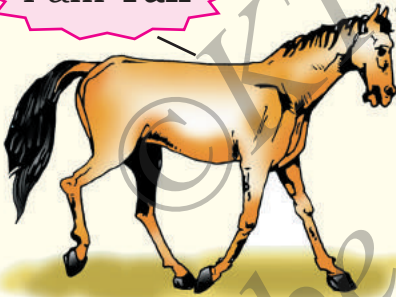
I am **Tall**



I am **Short**



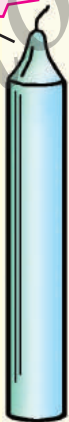
I am **Tall**



I am **Short**



I am **Tall**

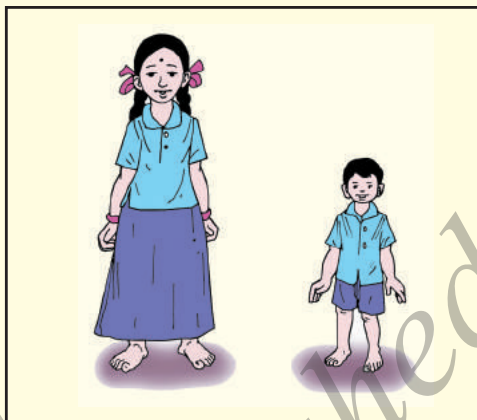
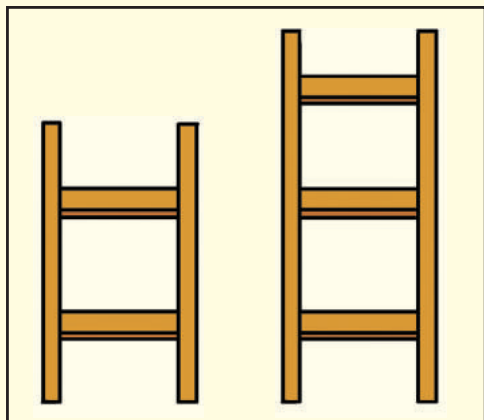


I am **Short**

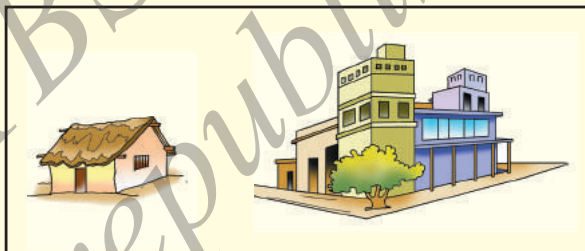




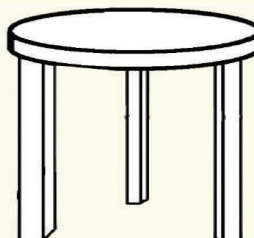
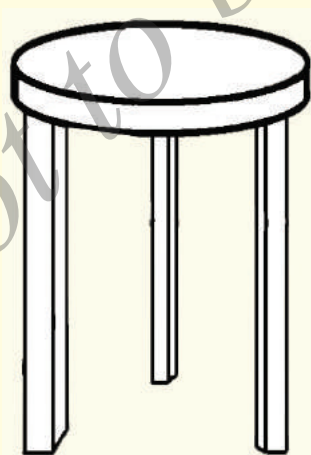
Tick (✓) the **tall** one.



Tick (✓) the **short** one.



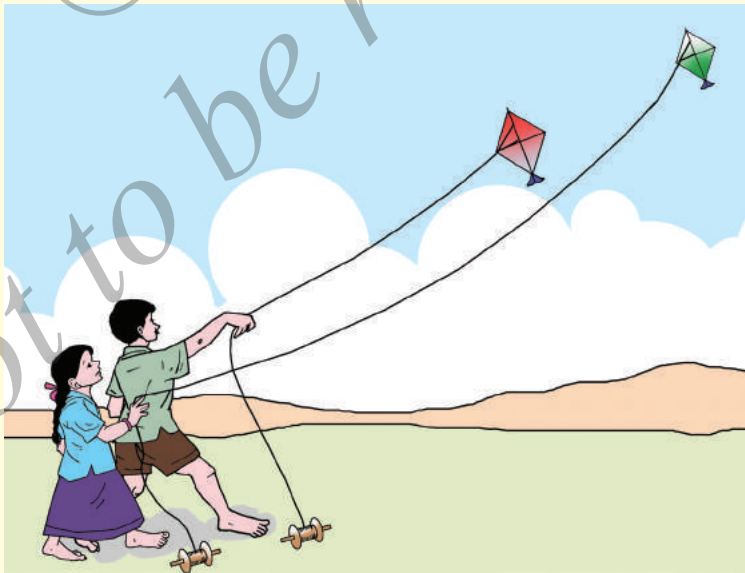
In the given figures, colour the **tall** one green and colour the **short** one red.



## HIGH and LOW

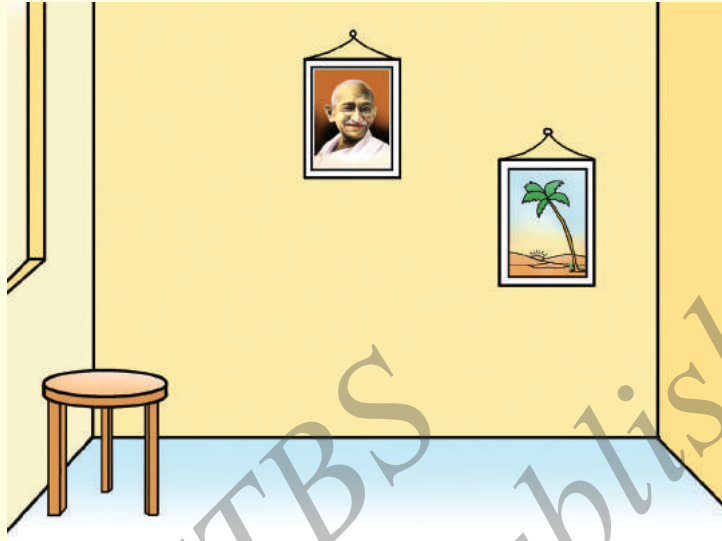


Eagle is flying **HIGH**.  
Butterfly is flying **LOW**.

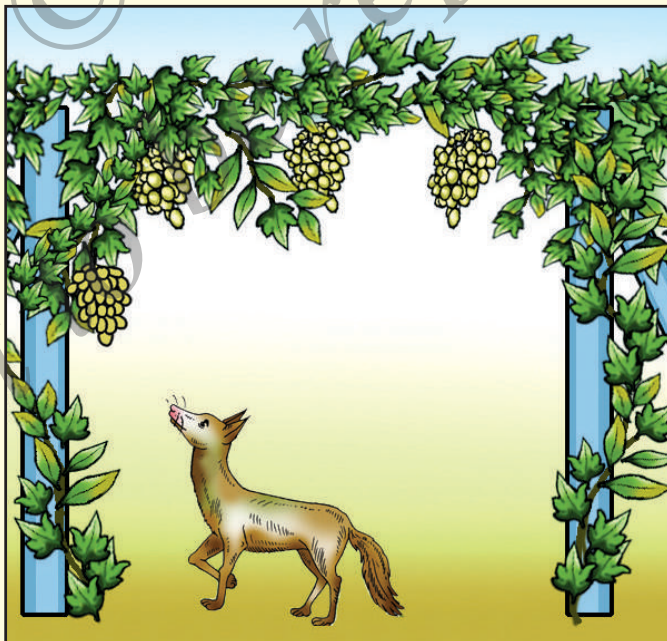


The green kite is flying **HIGH**.  
The red kite is flying **LOW**.

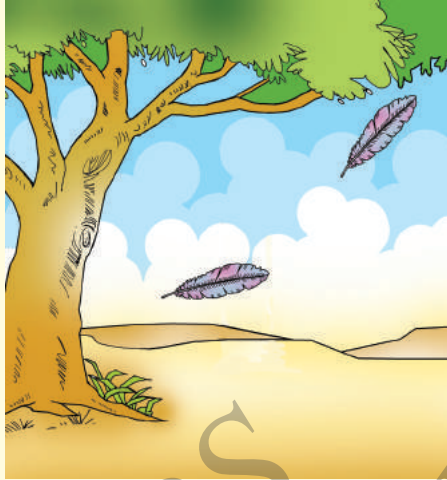
- 1) Circle the picture which is at **higher** level on the wall.



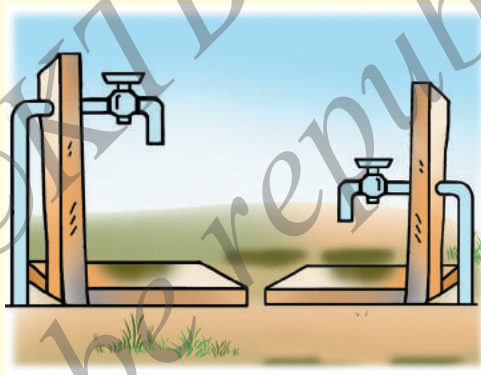
- 2) The fox wants to eat a bunch of grapes. Circle the **lowest** bunch of grapes and help the fox.



3) Circle the feather floating **high**.



4) Ring the tap at **higher** level.

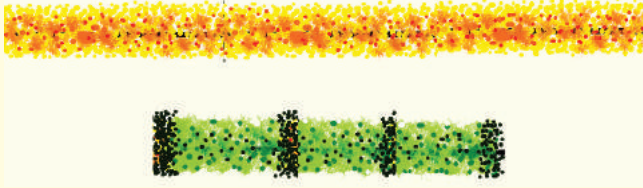


5) Colour the bubble at **high** level pink and the bubble at the **low** level yellow.



## MEASUREMENT

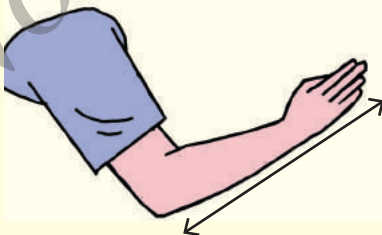
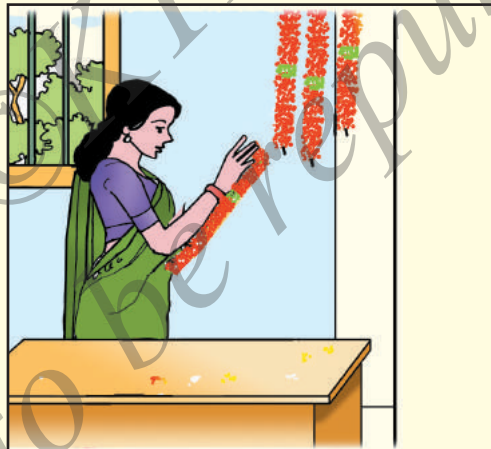
We can compare the length of two things by keeping one beside the other.



The red garland is long.  
The green garland is short.

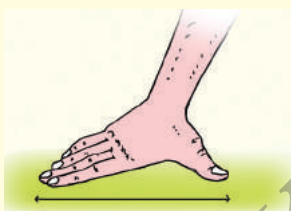
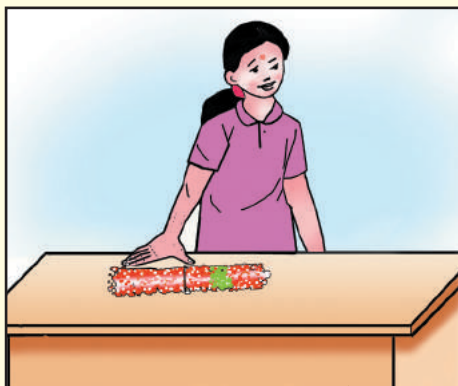
To know how long the garland is, we measure it.

Lakshmi measures like this,



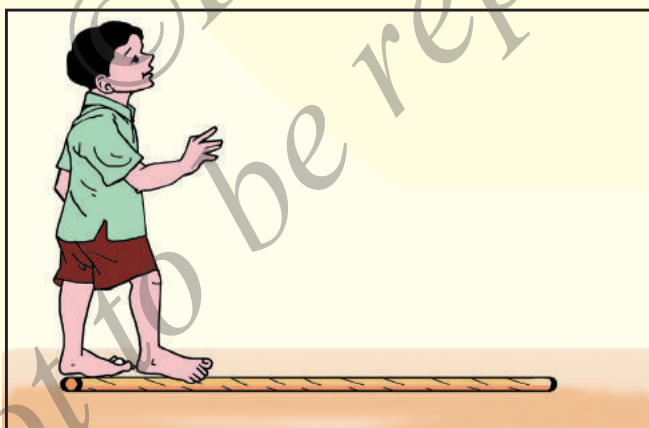
This measure is a '**Cubit**'.

**Gowri measures like this.**



This measure is a  
**'hand span'.**

**Ramu measures a stick like this.**

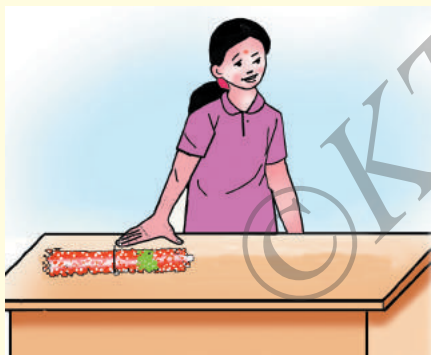


This measure is a  
**'foot span'.**

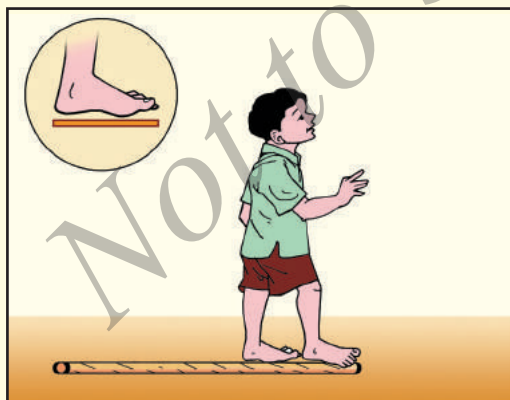
We can use **hand span**, **foot span** and **cubit** to measure lengths.



Lakshmi found that the garland is 1 **cubit** long.



Gowri found that the garland is 2 **hand spans** long.



Ramu found that the stick is 5 **foot spans** long.

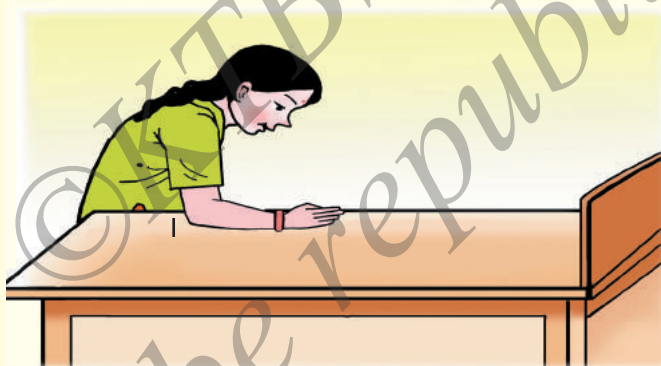


**John measured the length of the television set using handspan.**



Length of the television is 5 **handspans**.

Salma measured the length of the cot using **cubits**.



Length of the cot is 6 **cubits**.

**Asha measured the length of the classroom using footspan.**

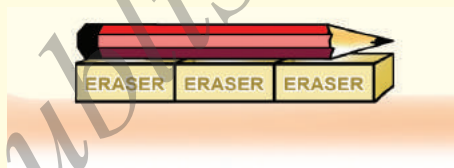


The length of the classroom is 18 **footspans**.

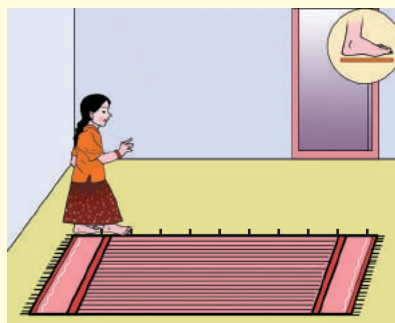
- 1) The length of the table in this picture is ..... handspans.



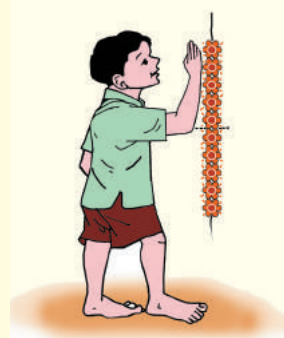
- 2) The length of the pencil is equal to ..... erasers.



- 3) The length of the mat in this picture is ..... foot.



- 4) This garland is ..... cubits long.



### Find these by yourself

1. The length of the table in your class is ..... hand spans.
2. The length of the black board in your class is ..... cubits.
3. The length of your classroom is ..... foot spans.
4. The length of your school bag is ..... hand spans.

### Activity :

Estimate the distance from the door of your classroom to the blackboard. Verify it using hand span, footspan and cubit. Ask your friend to do the same. What do you observe ?

### Repeat the above activity, find the distance

1. from the school gate to your classroom.
2. between any two trees in a park.
3. from the blackboard to the first bench in your classroom.

## Lesson -16

### Weight

After studying this unit, you can

- ☞ Distinguish between thin and thick.
- ☞ Compare between heavy and light objects.

#### THICK AND THIN



Tail of an elephant is **thin**.

Leg of an elephant is **thick**.

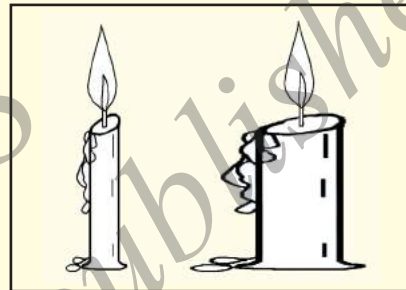
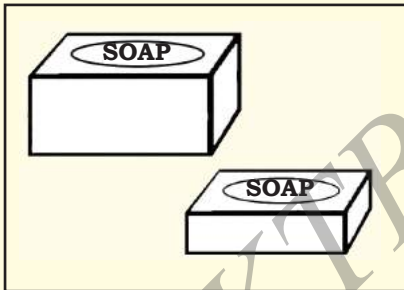
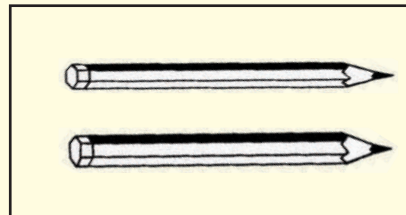
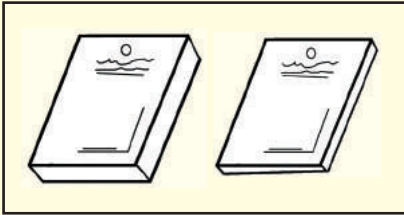


The rope is thick

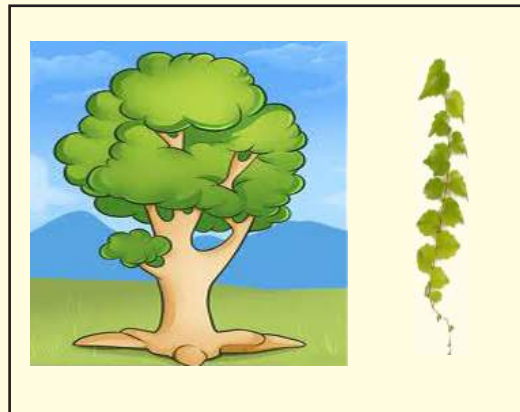


The thread is thin

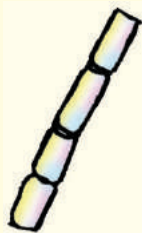
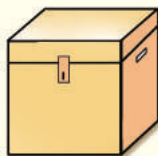
1) Colour the **thick** ones.



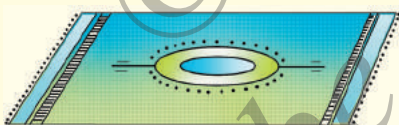
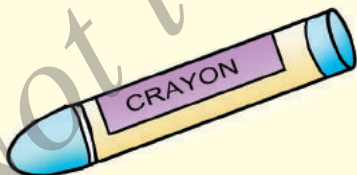
2) Circle the **thin** ones.



3) Tick (✓) the **thick** object.

☐☐☐☐

4) Tick (✓) the **thick** object.

☐☐☐☐

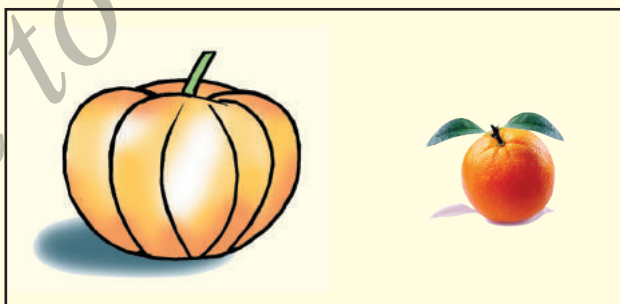
## Heavy and Light



This rock is **heavy**.  
This piece of wood is **light**.



Feather is **light**.  
Doll is **heavy**.



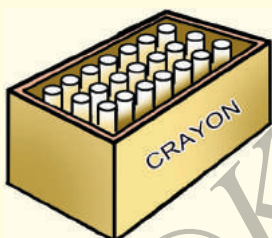
Pumpkin is **heavy**.  
Orange is **light**.



Tick (✓) the **heavy** ones.

☐☐☐☐☐☐☐☐

Circle the **light** object.



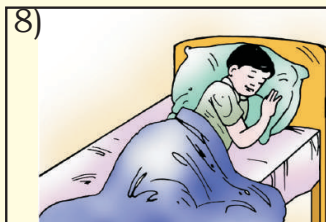
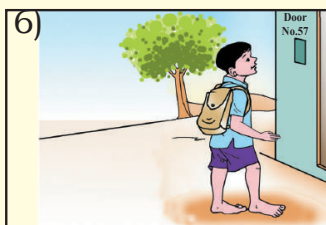
## LESSON -17

### TIME

**After studying this unit, you can**

- ☞ distinguish between events occurring in time using terms earlier and later.
- ☞ narrate the sequence of events in a day.
- ☞ get familiar with the days of the week.
- ☞ get familiar with the months of the year.

**These pictures show what Raju does in a day.**



Look at Raju's activities of a day. Tick (✓) the picture to show what Raju does.

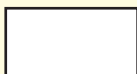
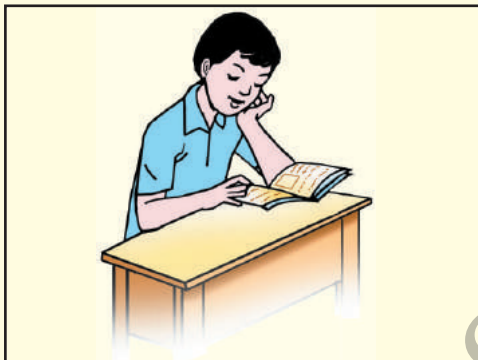
1) before going to school.

☐☐

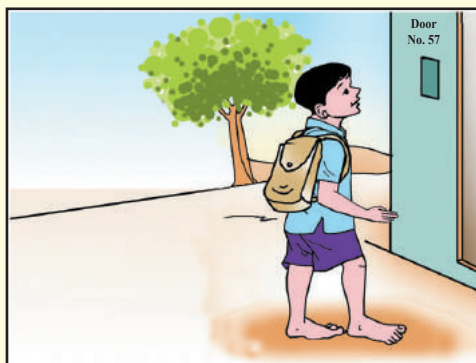
2) before going to sleep.

☐☐

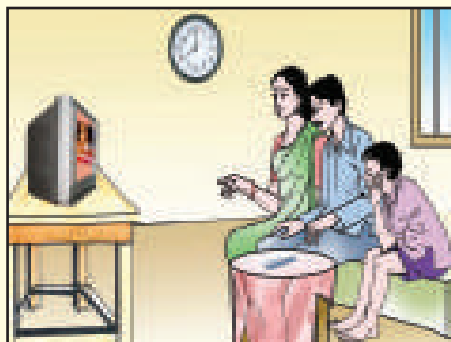
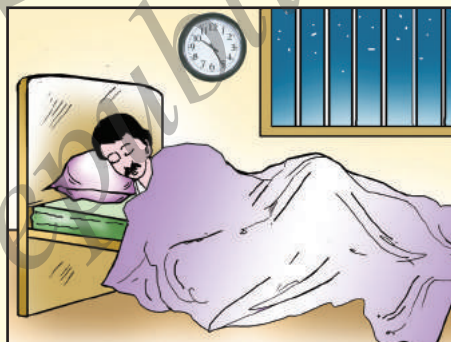
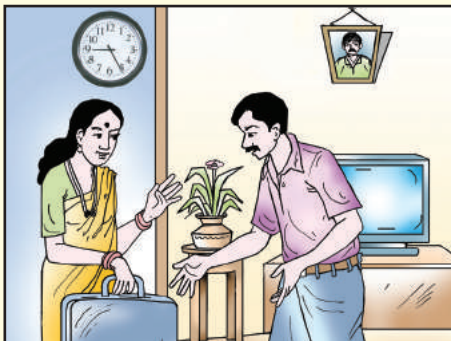
3) after coming home.



4) after waking up.



Number the pictures to know the activities of a day in order



Match the pictures to what time it is.



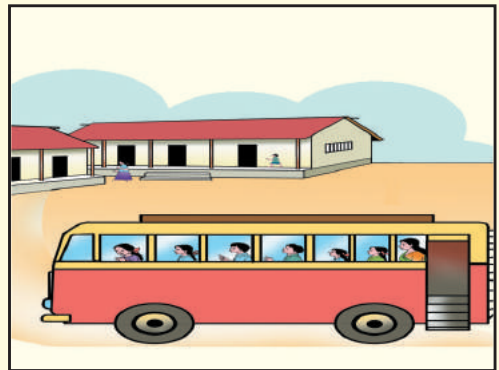
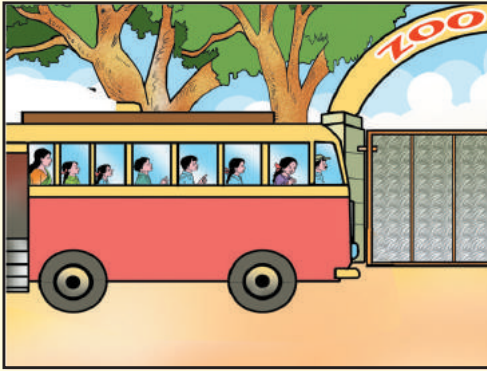
day

night



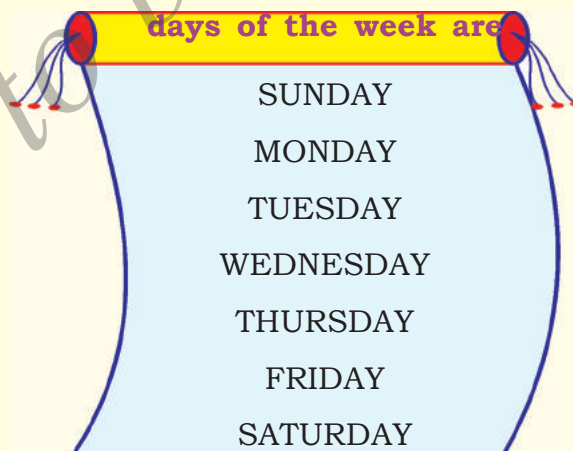
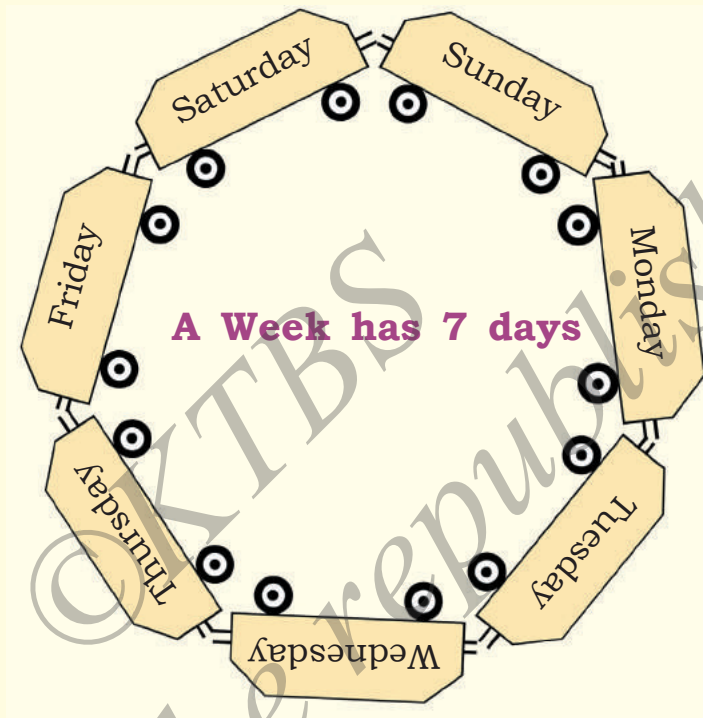


Number the pictures in proper sequence.



## DAYS OF THE WEEK

The week begins on **SUNDAY** and ends on **SATURDAY**.



1) Tick the day that comes after SUNDAY.

MONDAY

☐

SATURDAY

☐

FRIDAY

☐

2) Tick the last day of the week.

SUNDAY

☐

SATURDAY

☐

MONDAY

☐

3) Ring the day that comes after WEDNESDAY.

FRIDAY

TUESDAY

THURSDAY

4) Ring the day that comes before MONDAY.

WEDNESDAY

SUNDAY

TUESDAY

5) Ring the day that comes inbetween TUESDAY and THURSDAY.

FRIDAY

MONDAY

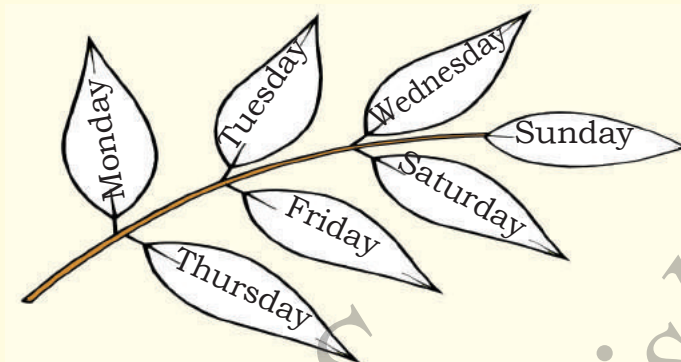
WEDNESDAY

6) Colour the first day of the week.

SUNDAY

FRIDAY

- 7) Colour the leaf representing the first day of the week green and the leaf representing the last day of the week blue.



- 8) Match the days of the week with the next day as shown.

MONDAY

WEDNESDAY

FRIDAY

SUNDAY

SATURDAY

MONDAY

TUESDAY

THURSDAY

- 9) Number the days of the week in order.

SATURDAY

MONDAY

WEDNESDAY

SUNDAY

FRIDAY

TUESDAY

THURSDAY

## MONTHS OF A YEAR

A Year has 12 months. They are,

- |             |           |              |
|-------------|-----------|--------------|
| 1) JANUARY  | 5) MAY    | 9) SEPTEMBER |
| 2) FEBRUARY | 6) JUNE   | 10) OCTOBER  |
| 3) MARCH    | 7) JULY   | 11) NOVEMBER |
| 4) APRIL    | 8) AUGUST | 12) DECEMBER |

**JANUARY** is the first month of a year.  
**DECEMBER** is the last month of a year.

### Exercise

1) Tick the month that comes **after** MARCH.

JANUARY

☐

APRIL

☐

AUGUST

☐

2) Tick the month that comes **before** JULY.

JUNE

☐

MAY

☐

DECEMBER

☐

3) Tick the month that comes **inbetween** SEPTEMBER and NOVEMBER.

OCTOBER

☐

DECEMBER

☐

AUGUST

☐

4) Ring the **first** month of a year.

JANUARY

JULY

AUGUST

5) Ring the **last** month of a year.

SEPTEMBER DECEMBER MARCH

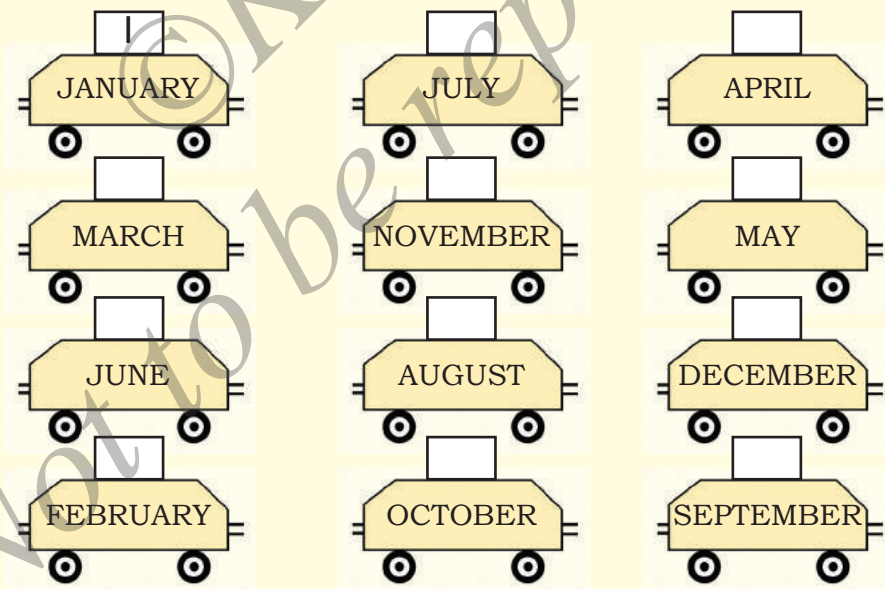
**6) Match the months with their next month.**

SEPTEMBER	→	FEBRUARY
NOVEMBER	→	OCTOBER
MARCH		DECEMBER
JANUARY		APRIL

**7) Match the months with their previous month.**

APRIL	←	JULY
AUGUST	←	MAY
NOVEMBER	←	MARCH
JUNE		OCTOBER

**8) Raju wants to complete this year train. Help him by numbering the month of the year in order. The first one is done for you.**



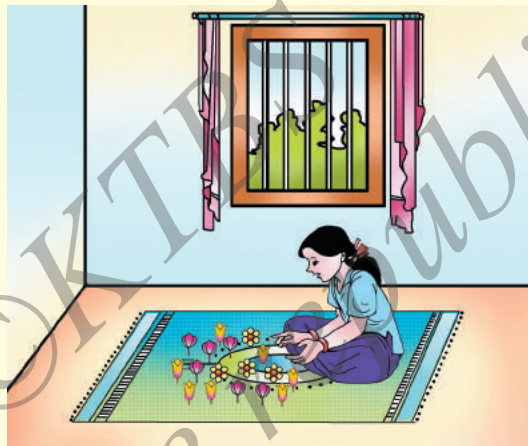
## LESSON - 18

### DATA HANDLING

After studying this unit, you can

- ☞ collect simple data.
- ☞ represent and interpret simple data.

1) Anita has collected some flowers from the garden.



Draw the shape that occurs most.



Draw the shape that occurs least.

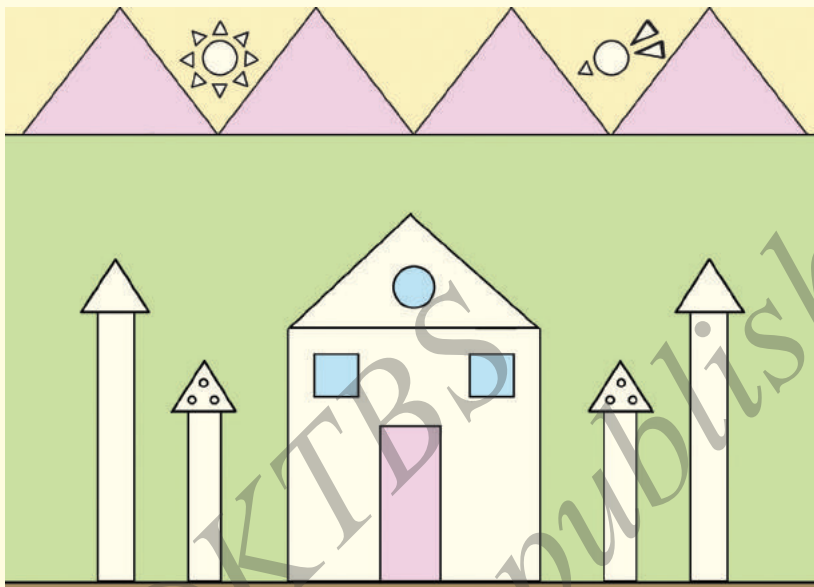


In this garland, Number

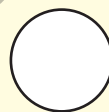




2) Count the shapes in the picture given below and write in the space provided.



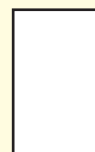
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

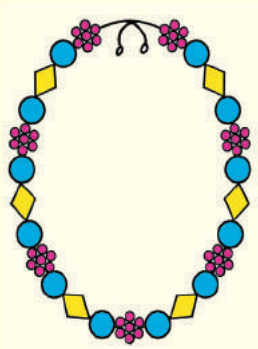


\_\_\_\_\_

Draw the shape that occurs most.

Draw the shape that occurs least.

3) In this garland,



Number of beads of the shape

● \_\_\_\_\_ .

Number of beads of the shape

◆ \_\_\_\_\_ .

Number of beads of the shape

✿ \_\_\_\_\_ .

The shape which occurs the most is

\_\_\_\_\_.

The shape which occurs the least is \_\_\_\_\_.

4) This picture shows children playing in a park.  
Count and write the following.



Number of swings \_\_\_\_\_ .

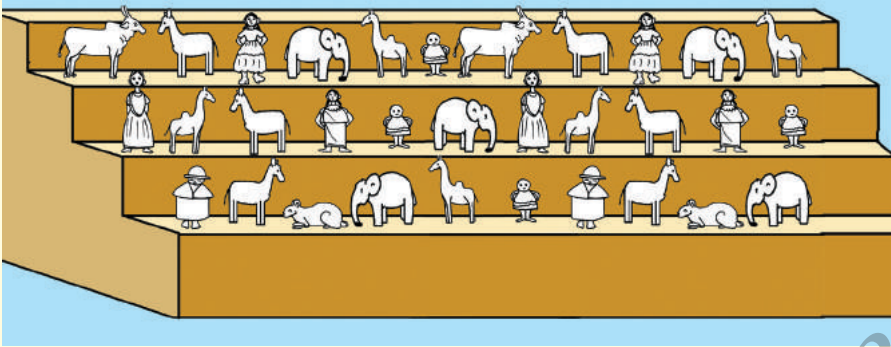
Number of seesaw \_\_\_\_\_ .

Number of children playing swing \_\_\_\_\_ .

Number of children playing slide \_\_\_\_\_ .

Number of children playing seesaw \_\_\_\_\_ .

5)



**This is the arrangement of dolls, during Dasara festival. Count and write the number of**

dolls of animals \_\_\_\_\_ .

others \_\_\_\_\_ .

**6) Help Gopal to count the number of coins.**



Number of

₹ 1 coins \_\_\_\_\_ .

₹ 2 coins \_\_\_\_\_ .

₹ 5 coins \_\_\_\_\_ .

₹ 10 coins \_\_\_\_\_ .

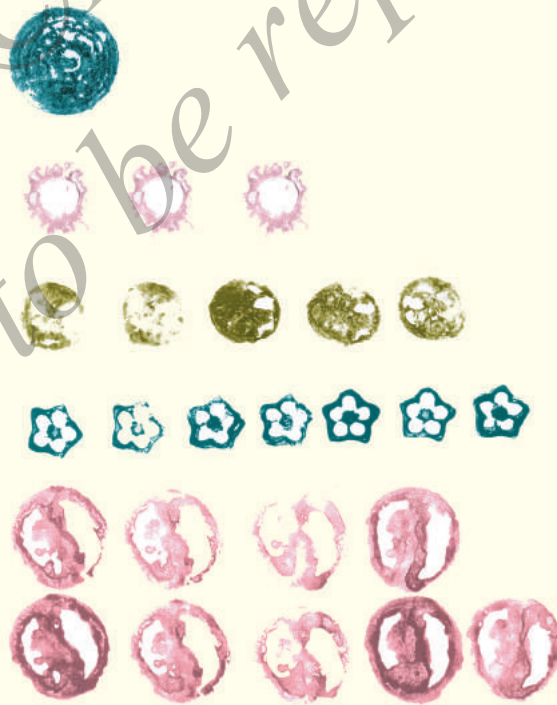
## LESSON - 19

### PATTERNS

**After studying this unit, you can**

- ☞ get familiar with sequences of simple patterns found in shapes in the surroundings. Ex. : stamping activity using fingers/thumbs, using familiar objects etc.
- ☞ complete a given sequence of simple patterns found in shapes in the surroundings.

**Look at the patterns formed using cut slices of vegetables.**



**Use cut vegetables and make your own patterns.**

**Observe the patterns formed by leaves.**



**Create your own patterns using leaves of different shapes.**

**Observe the patterns formed by stamping of thumb.**





**Observe the patterns formed by stamping of fingers and hand.**



**Create different patterns using the impressions of thumb and fingers.**



**I. See the following patterns and colour as directed.**

1) Colour  with red.



2) Colour  with Green



3) Colour  with blue



**II. Observe the patterns. Draw two more.**





1)   ,   , ....., .....

2)   ,   , ....., .....

3)    ,    , ....., .....

**III. Fill in the missing patterns.**

1)      ,      , .....

2)  ,  , .....

3)  \_\_\_\_\_  