Maths World

Class 2

Punjab School Education Board

Sahibzada Ajit Singh Nagar

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FOREWARD

The Punjab School Education Board has been continuously engaged in developing syllabi, producing and renewing text books according to the changing educational needs at the state and national level.

This book has been developed in accordance to the guidelines of National Curriculum Framework (NCF)-2005 and PCF-2013, after careful deliberations in workshops involving experienced teachers and experts from the board and field as well. All efforts have been made to make this book interesting with the help of activities and coloured figures. This book has been prepared with the joint efforts of subject experts of Board, SCERT and experienced teachers/experts of mathematics. Board is thankful to all of them.

The authors have tried their best to ensure that the treatment, presentation and style of the book in hand are in accordance with the mental level of the students of class-II. The topics, contents and examples in the book have been framed in accordance with the situations existing in the young learner's environment. A number of activities have been suggested in every lesson. These may be modified, keeping in view the availability of local resources and real life situations of the learners.

I hope the students will find this book very useful and interesting. The Board will be grateful for suggestions from the field for further improvement of the book.

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Punjab School Education Board

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Name.....

Roll No. .....

Name of School .....

1 Numbers

Objectives

1. Understanding the importance of maths in activities in daily life.
2. Understanding the terms increasing/decreasing, predecessor/ successor in daily life.
3. Creating interest in maths among children with the help of maths activities.
4. Creating ability to do activities of maths related to numbers upto 100 with different ways.
5. Mental and Intellectual development.
6. Preparing children to apply and understand maths in future.

Do you Remember

Write forward counting from 1 to 20.

Write backward counting from 20 to 1.

Today we will count the number of students in our class. You will tell me the number of students present in our class today.

Activity

How many students are present in our class today?

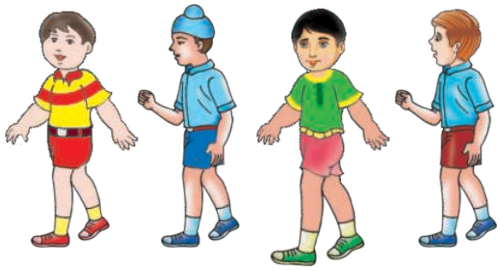
How many boys are present in the class? .....

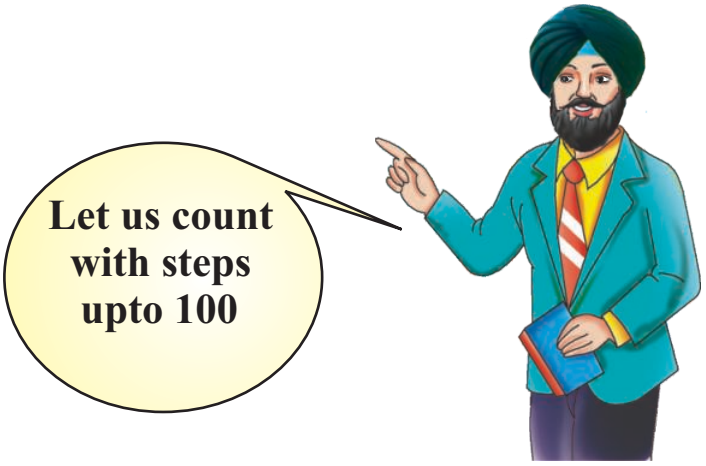
How many girls are present in the class? .....

How many boys and girls in total are present in the class ? .....

Activity

Counting with Steps





Note for Teachers

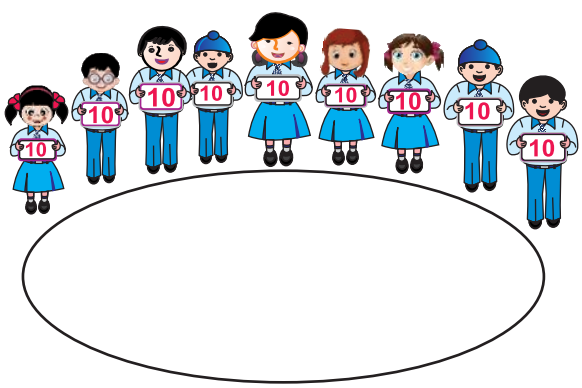
Teacher should take care that steps of student and number being announced, must be the same. He must also take care that heel of first foot must touch the toe of the other foot. This activity should be done for a couple of days. After this activity, train them to count other solid objects. "How many students are present in the class?", the teacher will ask the students everyday for the practice of counting.

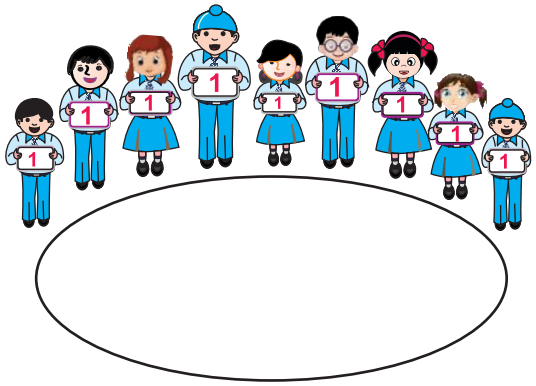
Let's Play

To understand Ones, Tens:- Play Way Method

Material: Nine cards of 1-1, Nine cards of 10-10

Procedure: (i) Draw two circles on the ground.



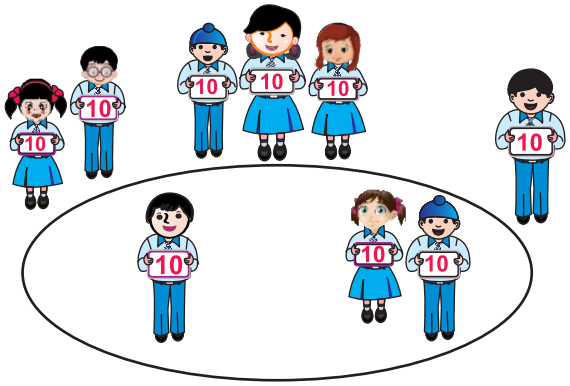


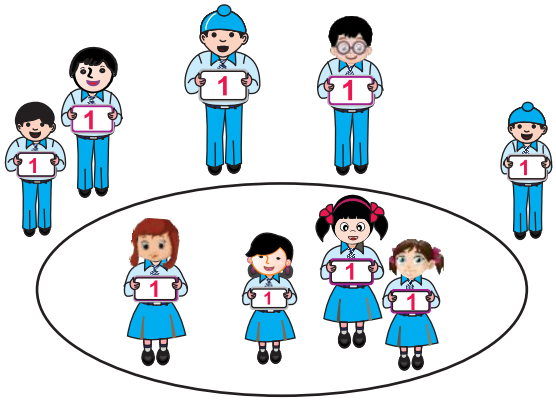
On the circle towards right hand, choose 9 students and make them stand outside this circle holding card of ones each. Around the circle of left hand, make 9 students stand, each holding card of Tens.

Teacher will announce any two digit number.

(ii) Students will jump into the circle by using cards of tens and ones.

For e.g. If teacher announces 34, four students holding ones cards and three students holding tens cards will jump into the circle.





Note for Teachers

Teacher will announce different numbers and the students will jump into the circle by using cards of tens and ones.

Practical Activty

Objective : Knowledge of Ones-Tens

Material: 10 currency notes of ₹ 1 each.
10 currency notes of ₹ 10 each.

Method

1. Keep all the currency notes on the table.
2. Ask the students to count currency notes of ₹ 1.
3. Then ask the students to pick a single currency note of ₹10 instead of ten currency notes of ₹ 1.
4. Now ask them to count currency notes of ₹ 10.
5. Ask them to make different numbers using currency notes.

For example : Make number 18.

6. Now ask how many ones, tens will make 18?

Let's Learn

To Understand Ones/Tens with the Help of Currency Notes

1- Tens

1- Ones

Number 4

4- Ones

Number 26

2-Tens

6- Ones

Number 42

4-Tens

2- Ones

Number 70

7-Tens

Number 99

9-Tens

9- Ones

Note for Teachers

Teacher will tell the students to pick currency notes of ₹1 while counting upto 9. When they reach number 10, they will pick a currency note of ₹10 instead of ten note of ₹1.

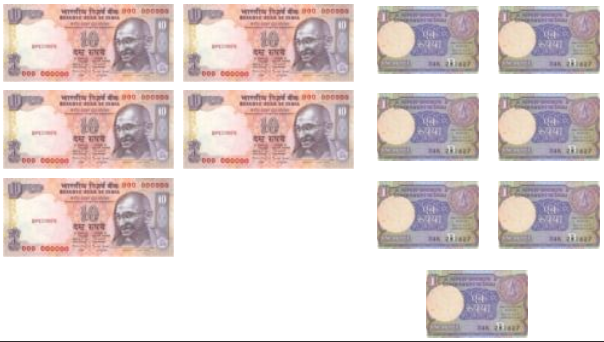
Let's Do

Count And Write

(i)

(ii)

(iii)

(iv) 

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2. Depict the Given Numbers in Currency Notes

9 =

19 =

29 =

49 =

59 =

69 =

89 =

99 =

Practical Activty

Objective : Explaining two digit numbers with the help of Abacus and writing.

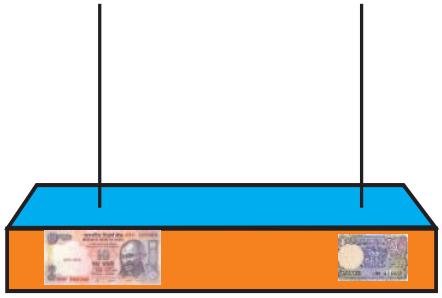
Required Material: Clay, matchsticks, beads and currency notes.

Method :

1. Ask the students to make clay base with the help of clay. Ask them to put a one rupee note on the base at the right side and a currency note of ₹ 10 on the left side.

Tens Ones

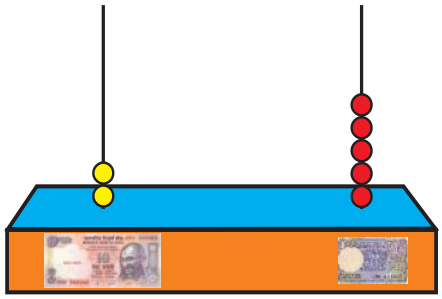
2. Ask the students to fix two matchsticks in the clay. (representing ones / tens)



Tens Ones

3. Teacher will ask the students any two digit number, for example 25.

4. Now ask the students to put beads in abacus.



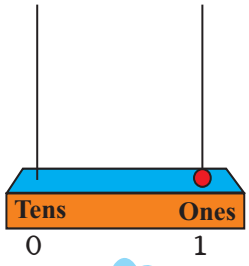
Tens Ones

Note for Teachers

Teacher will tell the students that a stick of Abacus can hold only nine beads. In this way, the stick of ones can hold nine beads. Therefore, for ten beads of ones, one bead will be put in the tens stick.

Let's Learn

To Understand Ones, Tens With Abacus



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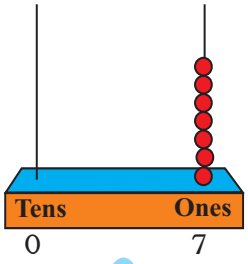

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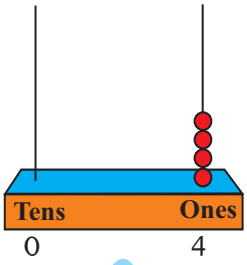

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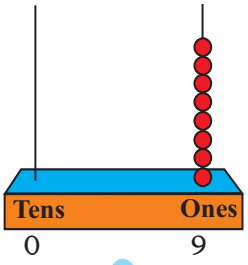

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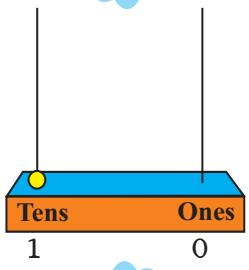

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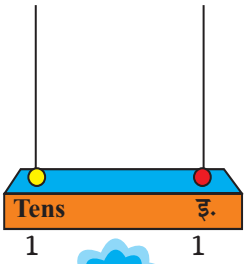

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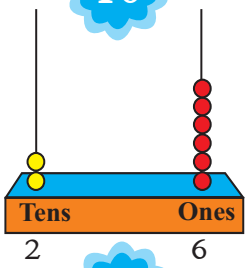

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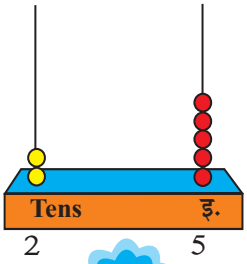

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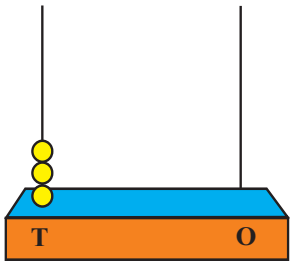
Note for Teachers

Teacher will tell the students about the short form 'O' to write ones and 'T' to write tens.

Let's Do

Count the Beads of Abacus and write the Number in Figures and Words.



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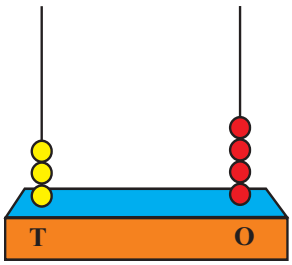

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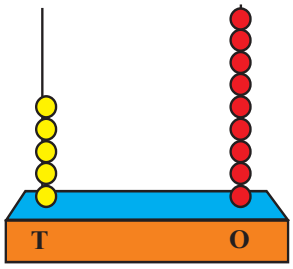

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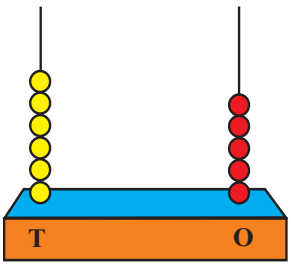

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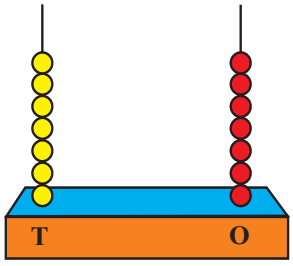

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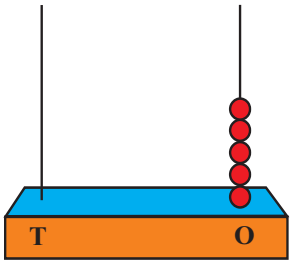

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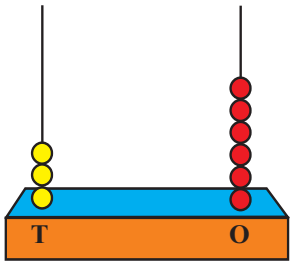

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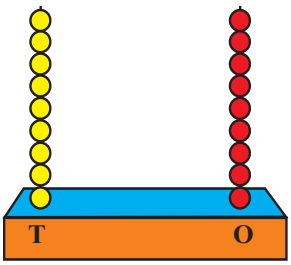

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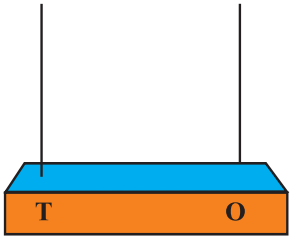
Show Given Numbers on Abacus



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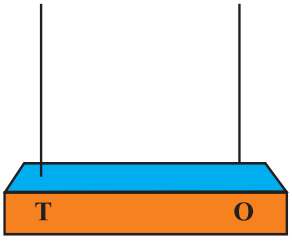

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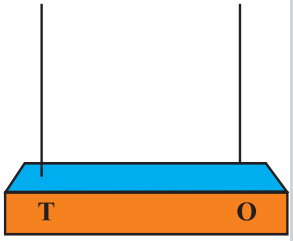

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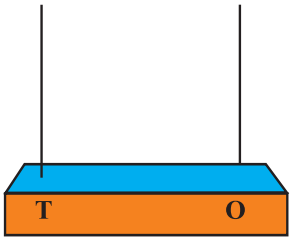

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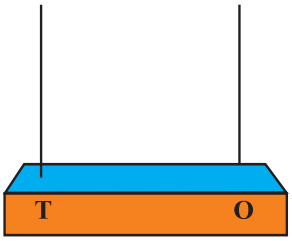

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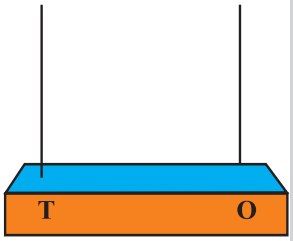

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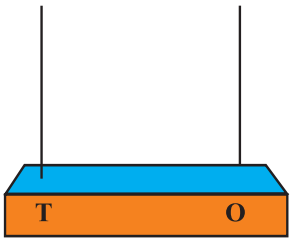

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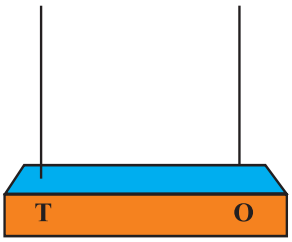

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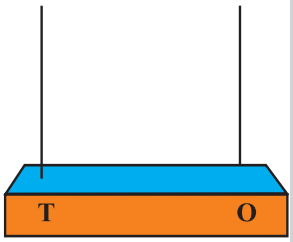

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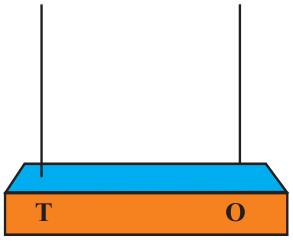

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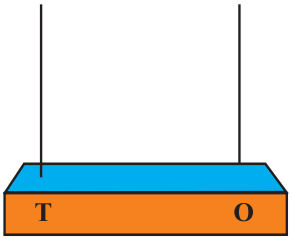

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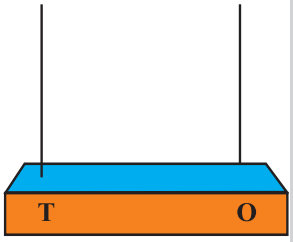

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Let Us Make Hundreds

Knowledge of Hundred with Currency Notes.

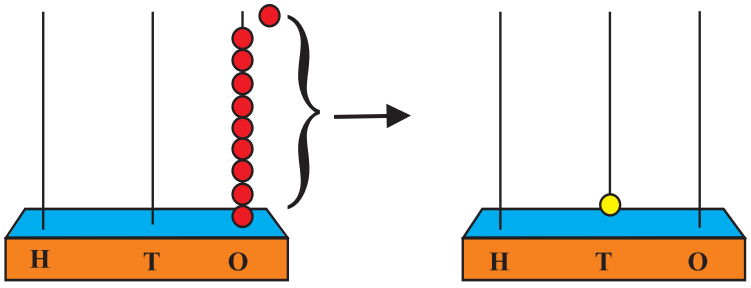
10 Ones

1 Tens

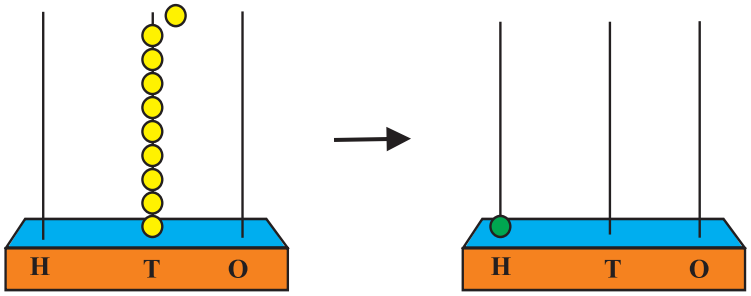
10 Tens

1 Hundred

To Understand Hundreds with Abacus



10 Ones 1 Tens



10 Tens 1 Hundred

1 Hundred = 10 Tens = 100 Ones

Let's Learn

Break the Number into One and Tens

(a)

20 → 26

6

20 + 6 = 26

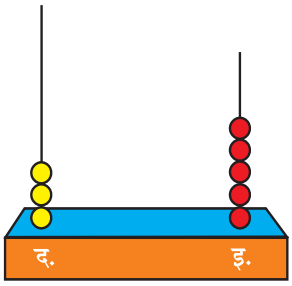
20

6

Tens	Ones
2	6

2 Tens 6 Ones

(b)



30 → 35

5

30 + 5 = 35

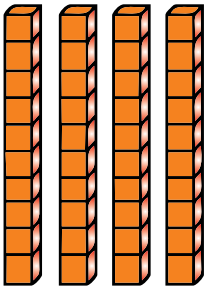
30

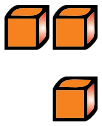
5

Tens	Ones
3	5

3 Tens 5 Ones

(c)





40 → 43

3

43 = 40

3

40 + 3 = 43

Tens	Ones
4	3

4 Tens 5 Ones

Let's Do

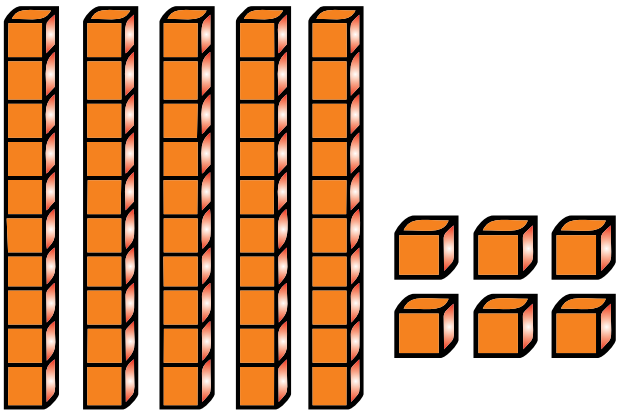
Split/Break the Number into Ones-Tens

(1)

Tens	Ones

24 =.....Tens .....Ones

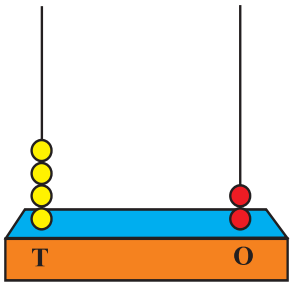
---

(2) 

Tens	Ones

56 =.....Tens ..... Ones

---

(3) 

Tens	Ones

42 =.....Tens ..... Ones

Count the Ones, Tens and Write the Number

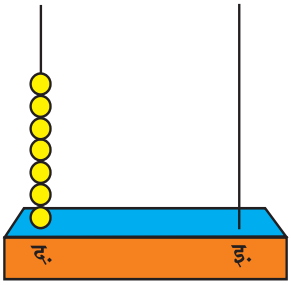
(1)

Tens	Ones

.....Tens ..... Ones = ...

---

(2)

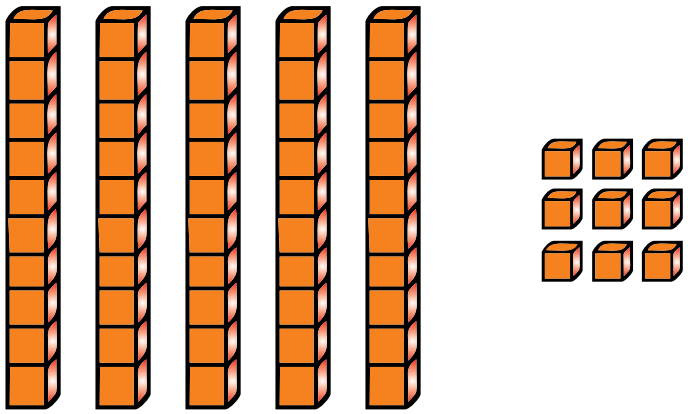


Tens	Ones

.....Tens .....Ones = ...

---

(3)



Tens	Ones

.....Tens .....Ones = ...

Match the Birds with their Nests as Shown Below

Let's Play Clap, Snap

Objective:- **To understand/Ones-Tens**

Method: (1) Teacher will tell the children

1 clap means 10
2 clap means 20
3 clap means 30

.....

.....

9 clap means 90

(1) 1 snap means 1
2 snap means 2
3 snap means 3

.....

.....

.....

9 snaps means 9

After telling about clap and snap, the teacher will speak the number for example-37 (Students will clap 3 times and snap 7 times)

* Speak the different numbers.
* Clap = Tens, Snap = Ones
* To write the number according to its place value in the place value chart on the blackboard.

Tens	Ones
3	7

Note for Teachers

Ask the children to listen to the number carefully.

Family of Nine

10 plus 9, nineteen — 10 9 → 19

I know the grass is green.

20 plus 9, twenty nine — 20 9 → 29

Learn it, you will really shine.

30 plus 9, thirty nine — 30 9 → 39

Grapes grow on vine.

40 plus 9, forty nine — 40 9 → 49

You are fine and I am fine

50 plus 9, fifty nine — 50 9 → 59

Learn the way how to dine.

60 plus 9, sixty nine — 60 9 → 69

People like the tree of pine.

70 plus 9, seventy nine — 70 9 → 79

Exercise make us great and fine

80 plus 9, eighty nine — 80 9 → 89

In the prayers stand in a line

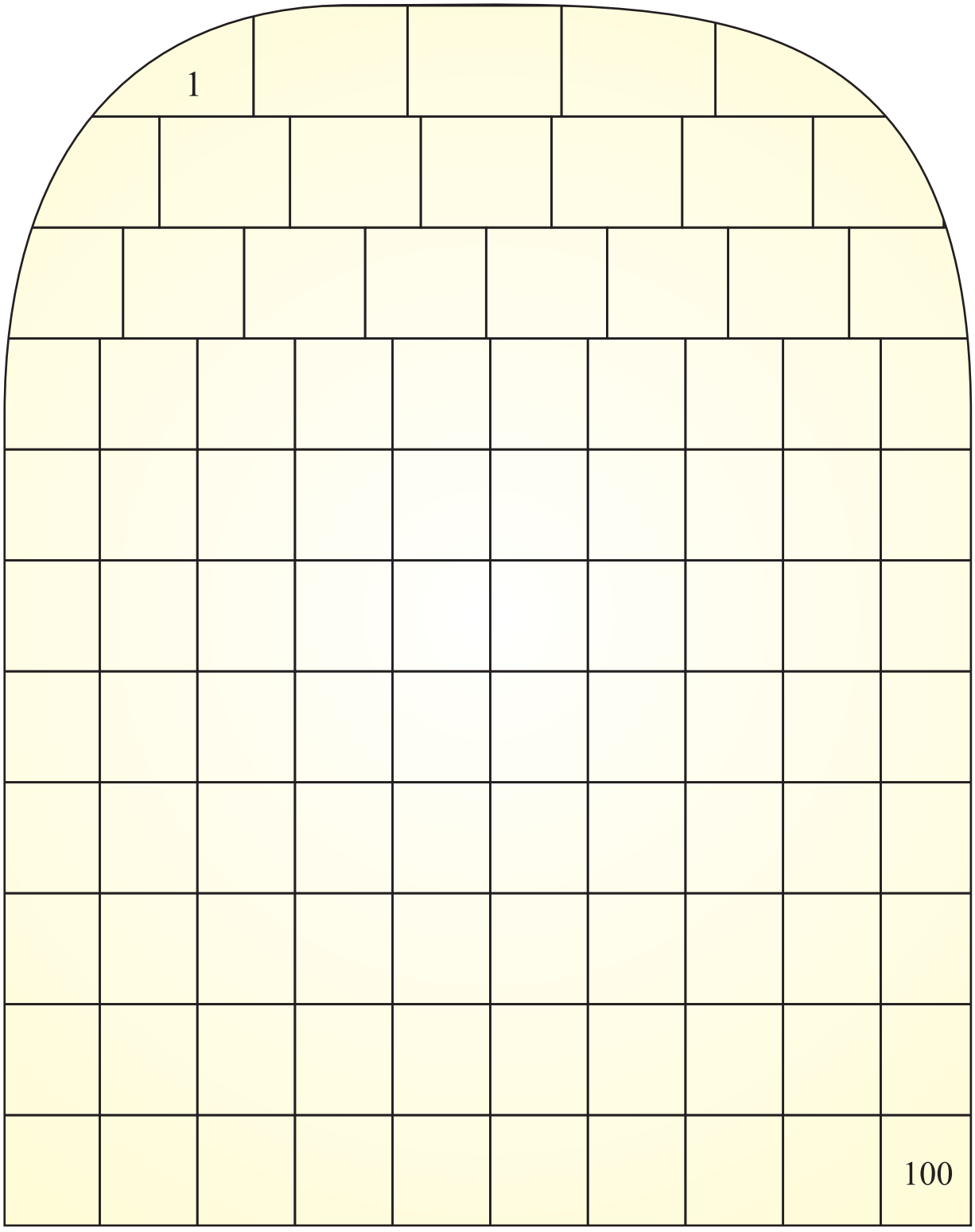
90 plus 9, ninety nine — 90 9 → 99

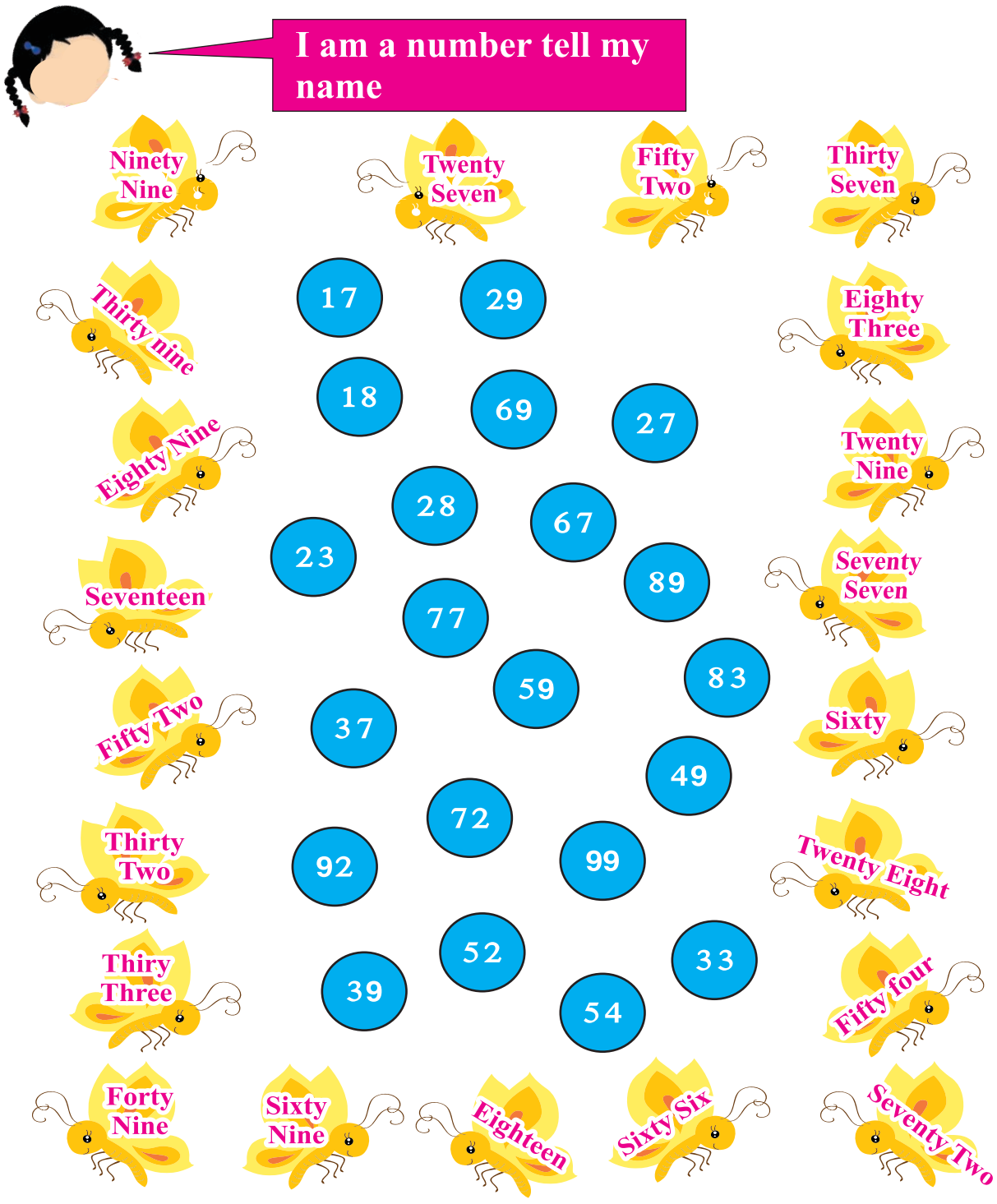
All the books belong to mine

Note for Teachers

Use Mann cards while rhyming.

Write Counting 1-100





Note for Teachers

Teacher would prepare two types of flash cards. They will write numbers on one set and numbers names on the other set. One student with numeral card well stand and ask "I am a number, tell my name." In this way student with number name card will also stand and show the card. This activity will continue with different numbers.

Let's Learn

Before, After and In between

Stand up and say counting from 31 to 36.

Now Speak

Number just before 33 is	32
Number just After 33 is	34
Number between 33 and 35 is	34
Number just before 32 is	31
Number just before 36 is	35
Number just after 34 is	35
Number just after 32 is	33
Number between 31 and 33 is	32

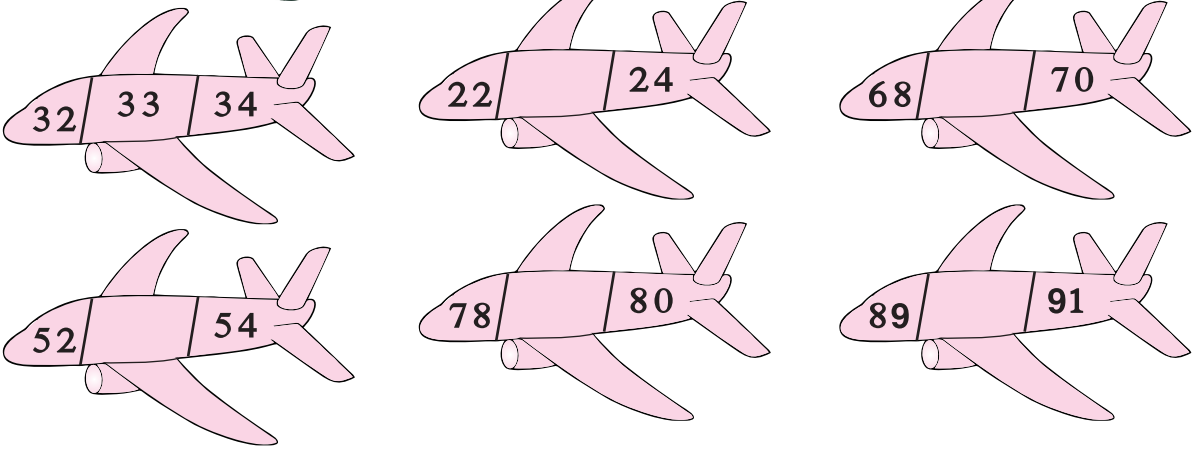
Just Before, Just After And In-between

0	1	2	3	4	5	6	—	—	—	—	—	30	31	32	33	34	—	—	—	—	46	47	48	49	50

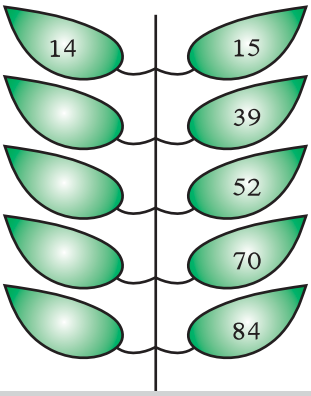
Before — 32 | 33 — In-between | 34 — After

The teacher will tell the students to look at the number line. He will tell that the number 33 is In-between 32 and 34. Then he will explain that 32 is just before 33 and 34 is just after 33.

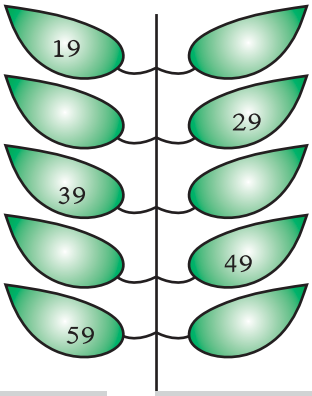
Let's Do



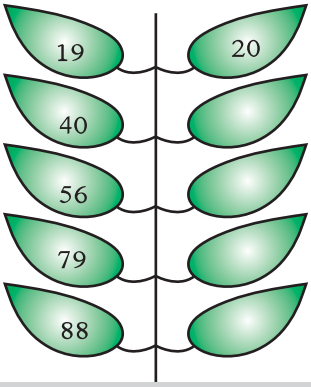
Write Number Just Before



Observe and fill in the blanks



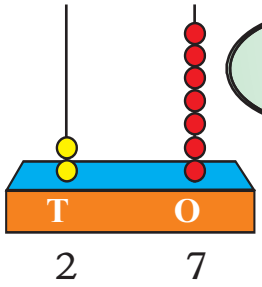
Write Number just after



Let's Learn

Place value of Digits

To know the place value
of digits
which we are making heros.
Just go to and choose that digit
and conver right digits to zeros.



2 Tens 7 Ones

Tens	Ones
2	7

7 Ones = 7 × 1 = 7

2 Tens = 2 × 10 = 20

Place value of 7 in 27 is 7.

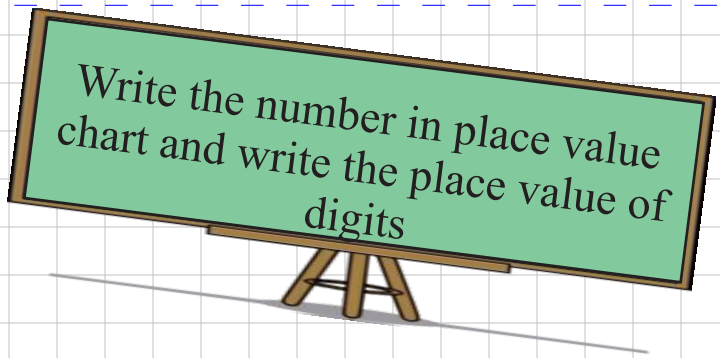
Place value of 2 in 27 is 20

Activity

1. Tell any number to the students. Ask them to pick up maan cards to form that number.
2. Form numbers from the maan cards. Write the place value of its digits.

10 9 = 19

Let's Do


Write the number in place value chart and write the place value of digits

32

Tens	Ones

→ .....

→ .....

89

Tens	Ones
8	9

→ .....

→ .....

32

Tens	Ones

→ .....

→ .....

88

Tens	Ones

→ .....

→ .....

46

Tens	Ones

→ .....

→ .....

64

Tens	Ones

→ .....

→ .....

57

Tens	Ones

→ .....

→ .....

67

Tens	Ones

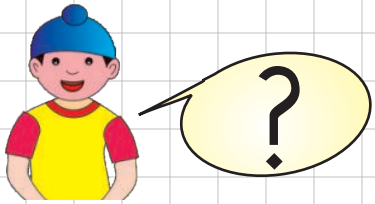
→ .....

→ .....

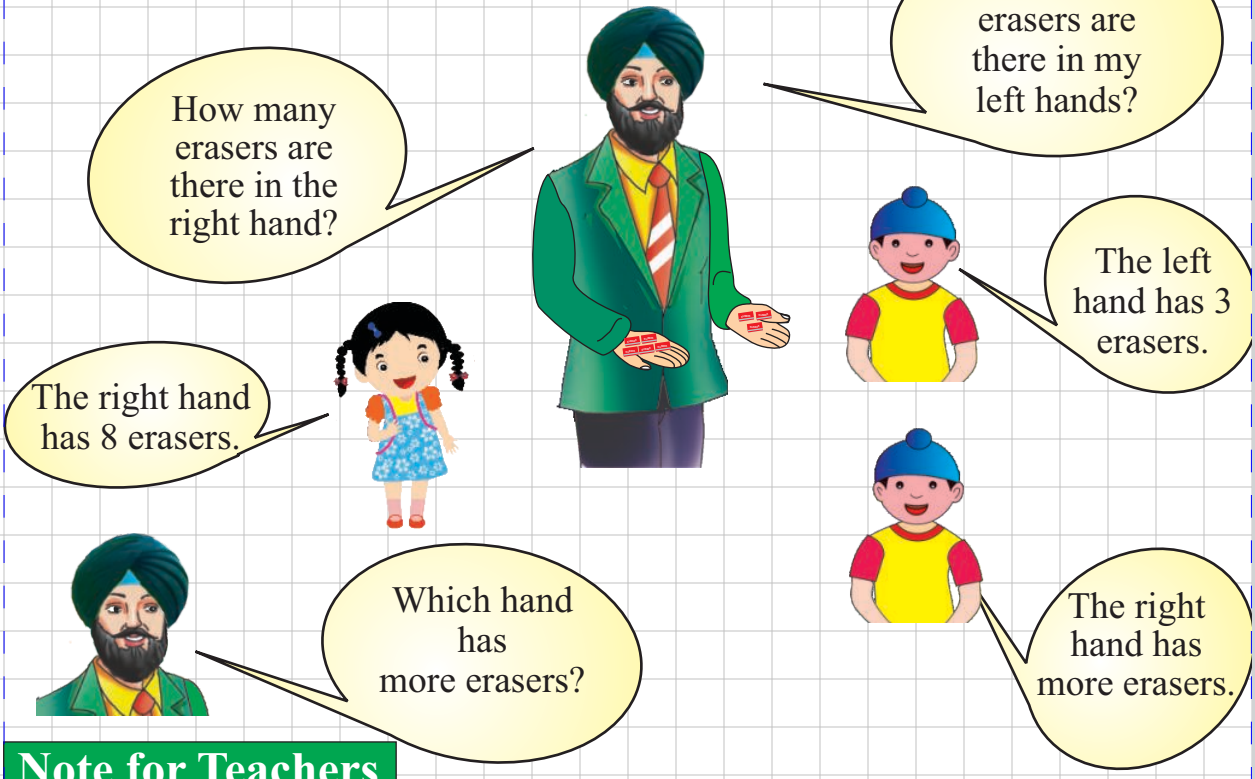
Let's Learn

Comparison of Numbers

Teacher will ask students to make a guess about the number of erasers in his hand, by showing different number of erasers in his hands. The students should be able to tell the hand with greater number and lesser number of erasers.



Now we will see which hand has more erasers?



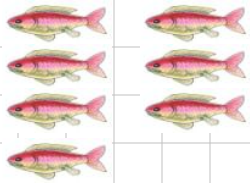
Note for Teachers

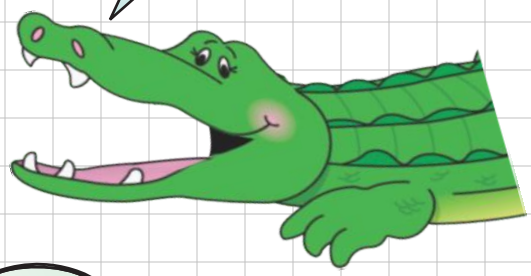
Teacher will 1 do the above activity with different things and different quantities. Teacher will tell the students the concept of greater number and smaller number by writing different numbers on the blackboard.

Comparison of Numbers

Children, have you seen a crocodile?

I live near water and eat small/big fish. Circle the bigger number, this is my wish I am hungry feed me with bigger number of fish





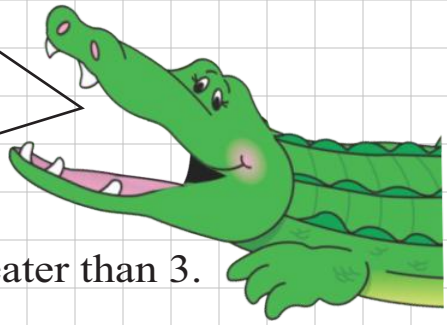
It is corcodile. It gets hungry, so It opens its broad mouth

It eats big things to fulfill its' hunger.

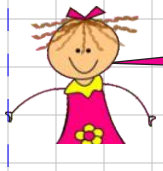
Look, Crocodile is going towards 7 fish. 7 fish are more than 3 fish.

3 fish are less than 7 fish.

Look at the shape of its mouth. Now we use it as a symbol for greater value.

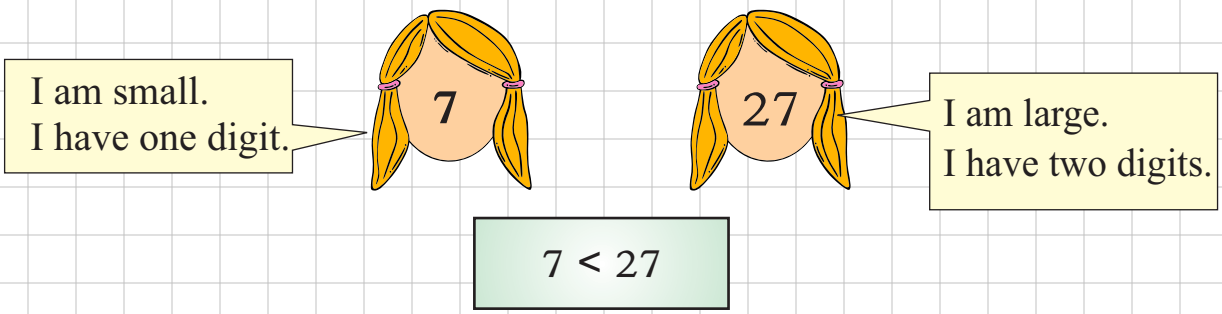


Because Crocodile is going towards 7 fish,
so we will write $7 > 3$, we will read 7 is greater than 3.
Crocodile is going far away from 3 fish.
We will write $3 < 7$, we will read 3 is less than 7.



Rules for Comparising Numbers

Now we Compare Two Digit Numbers



7 < 27

Hence 7 is smaller than 27

1. Number having more digits is always greater than number having less digits.

2. If the numbers to be compared have same number of digits, then compare the digits at tens place. The number having greater digit is greater.

27 < 37

3. If tens place is same, then compare digits at ones place. The number having greater digit is greater.

22 < 27

4. If both the numbers have same digits at tens and one place, the numbers are equal.

22 = 22

In Daily Life

1. $9 < 11$

2. 19 → Tens place = 1

   29 → Tens place = 2

   $1 < 2$

   So $19 < 29$

3. 37 → Tens place = 3, Ones place = 7

   32 → Tens place = 3, Ones place = 2

   $3 = 3$

   $7 > 2$

   So $37 > 32$

4. 58 → Tens place = 5, Ones place = 8

   58 → Tens place = 5, Ones place = 8

   $5 = 5$

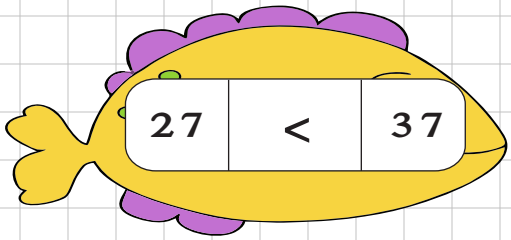
   $8 = 8$

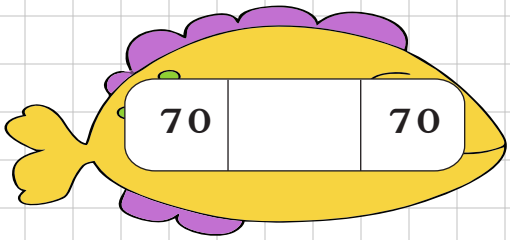
   $58 = 58$

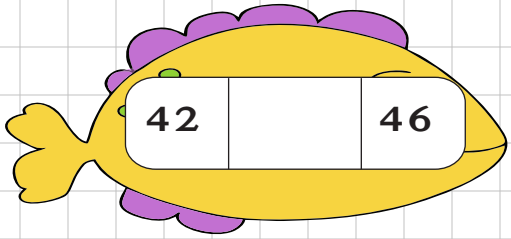
A number having more
digits is greater value.
If digits are equal, then we
compare the place value
just compare from left to right
The bigger first comes win without fight.

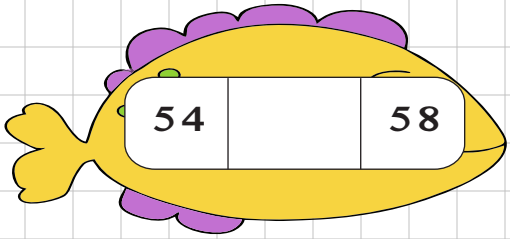
Let's Do

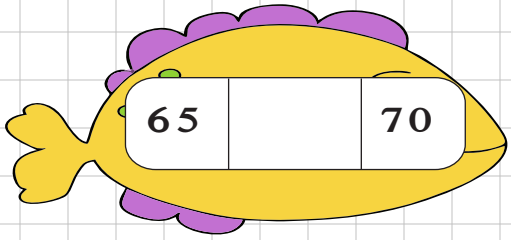
Fill in the blanks with >, < or = symbols

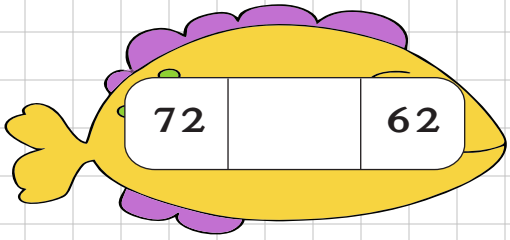


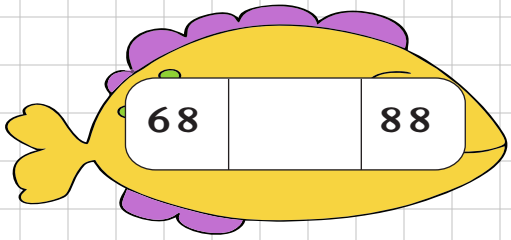


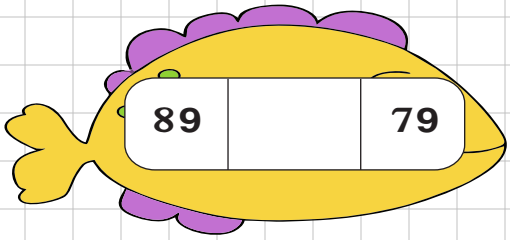


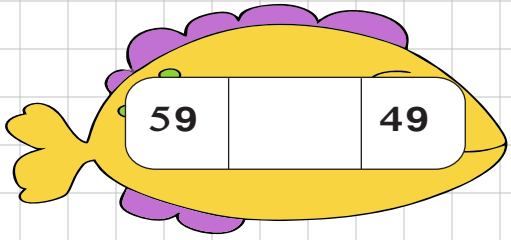


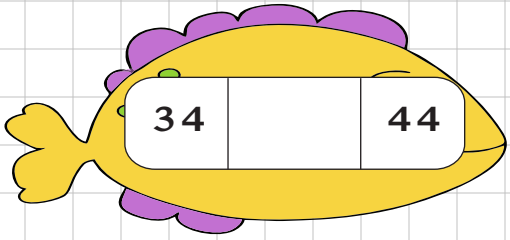


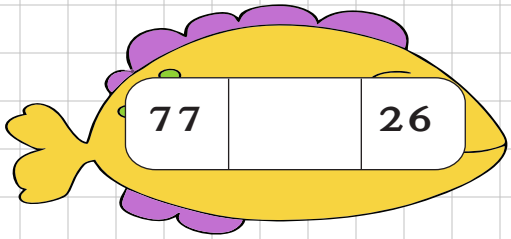


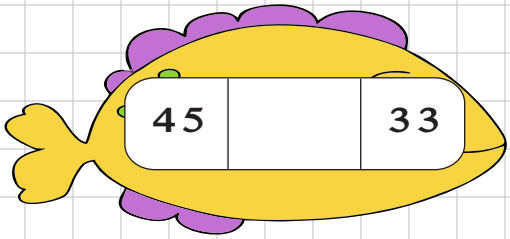




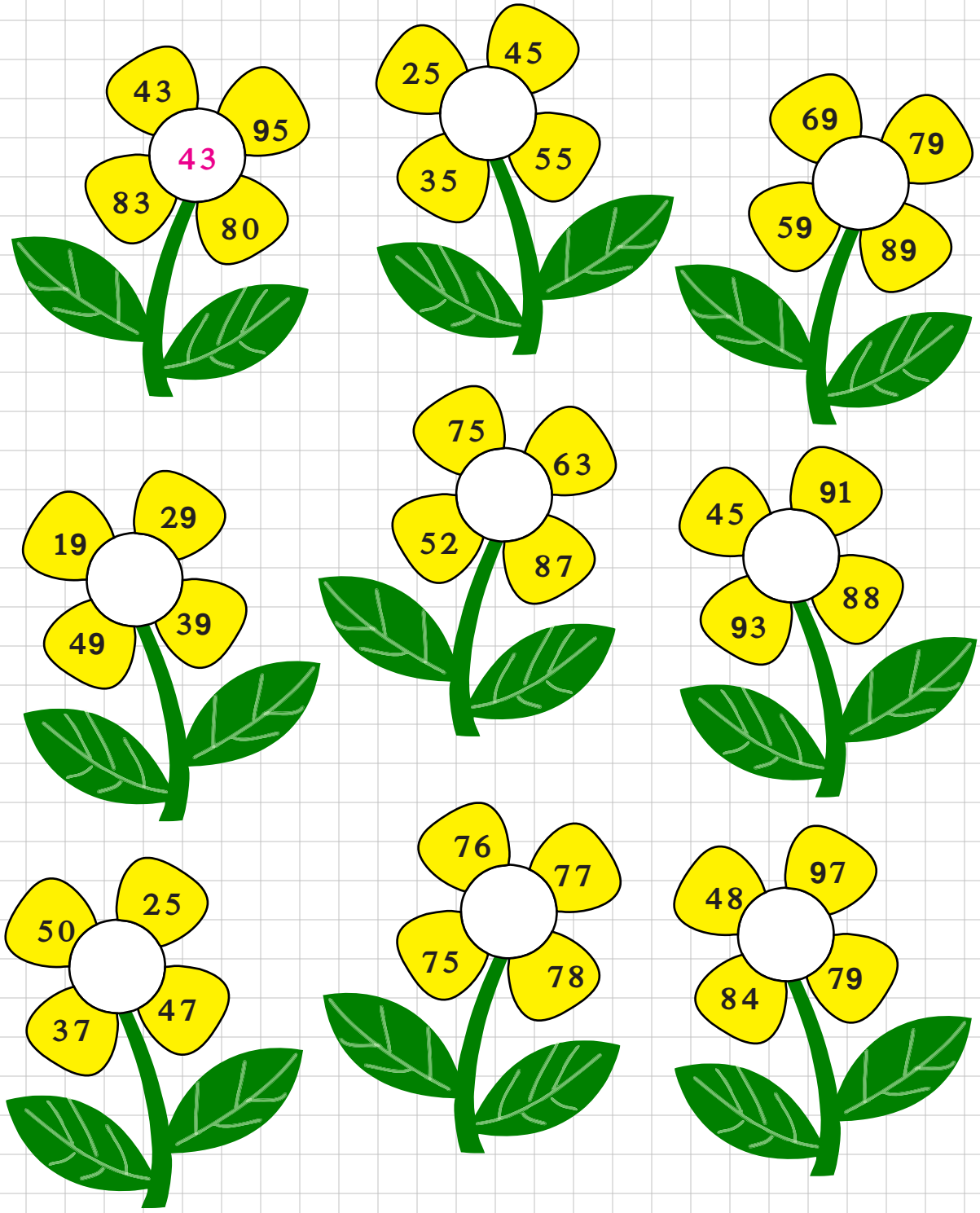




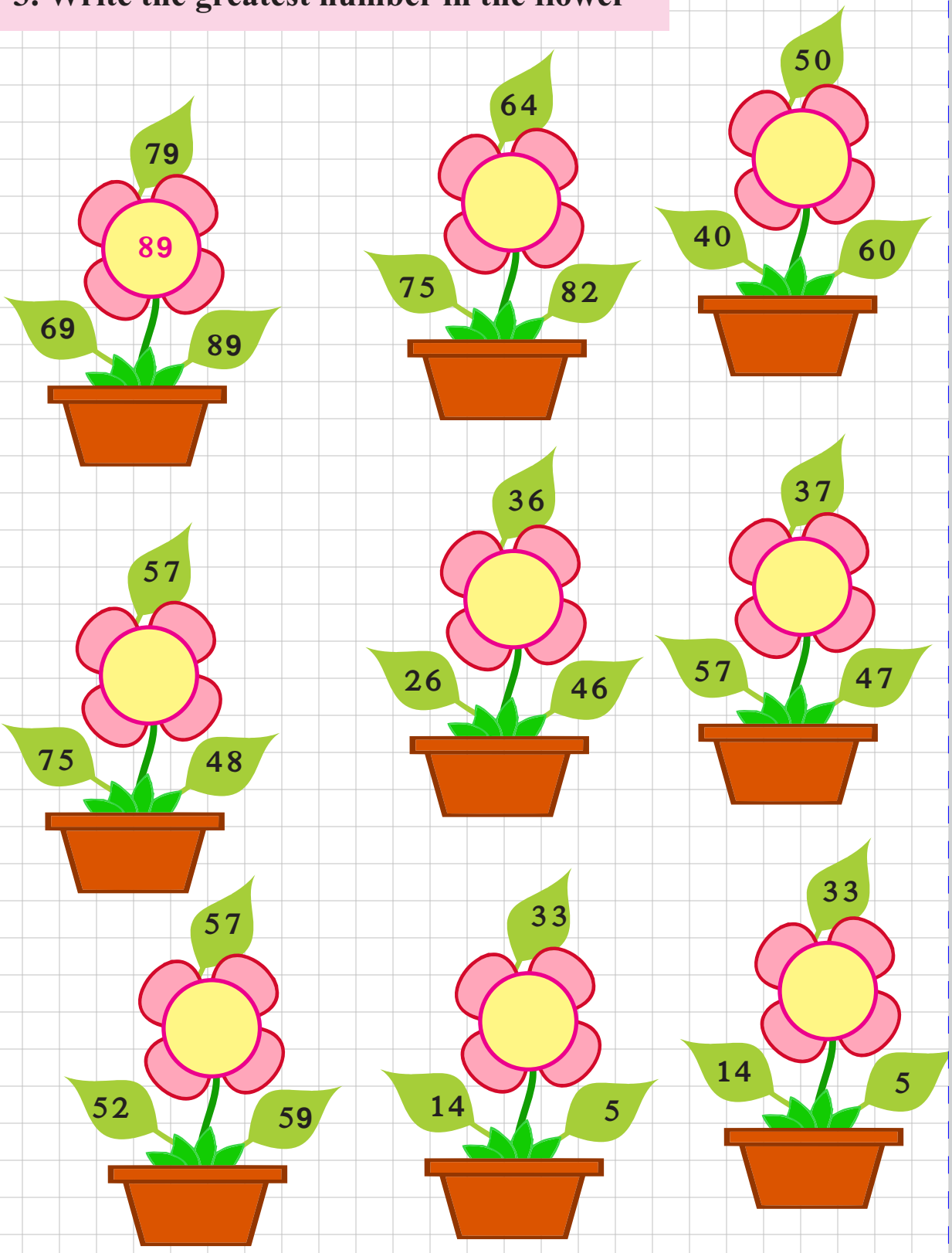




2. Write the smallest number in the centre of the flower

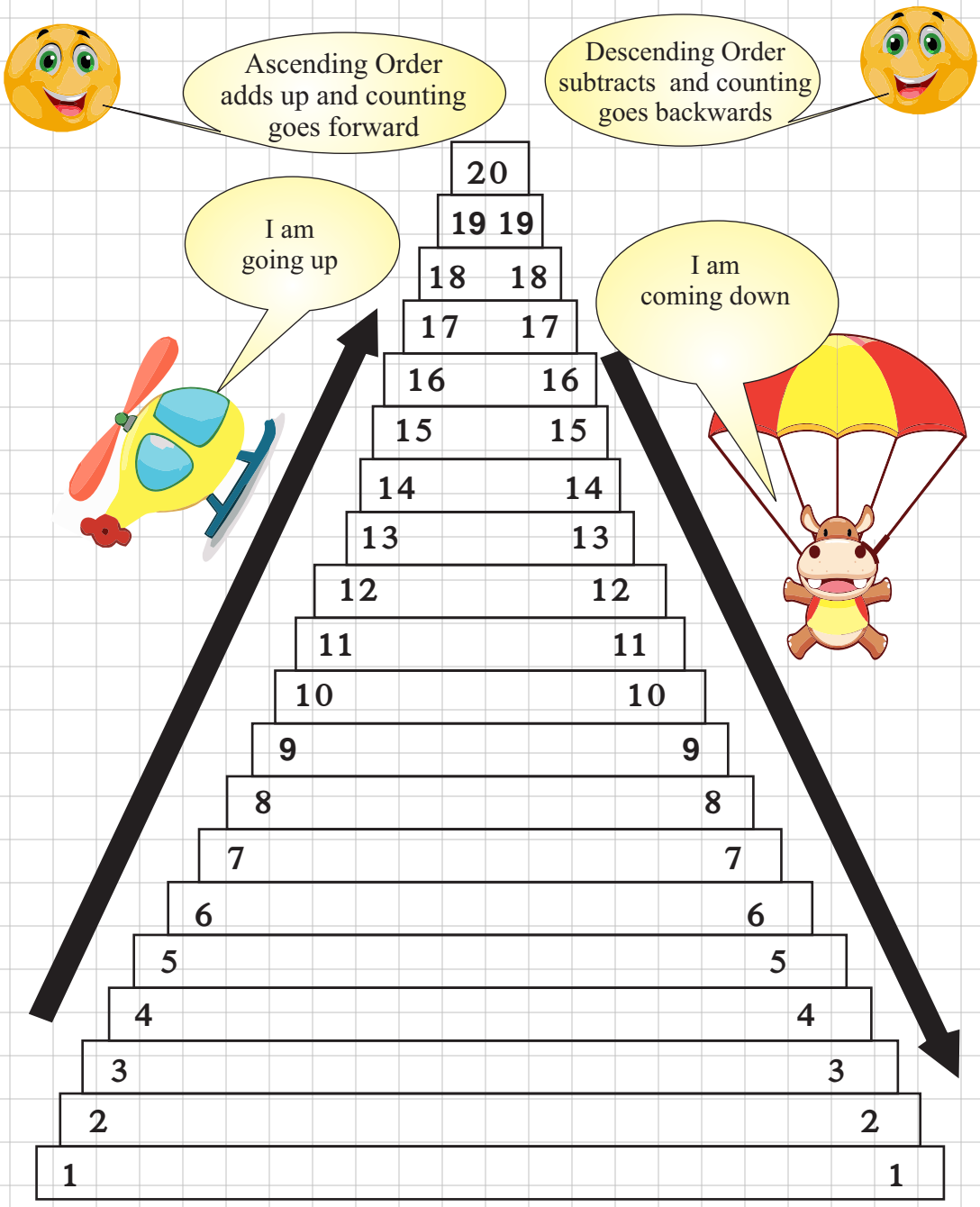


3. Write the greatest number in the flower



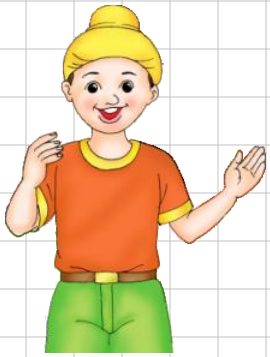
Let's Learn

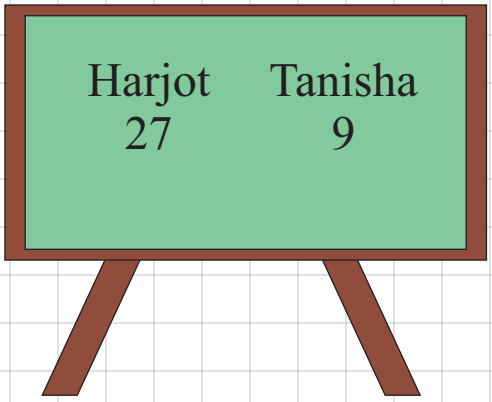
Ascending Order-Descending Order



Let's Play

Ascending Order, Descending Order





Harjot and Tanisha are playing cricket. Let's see who wins? Harjot has scored 27 runs and Tanisha has scored 9 runs.

Tens	Ones
2	7

2 digits

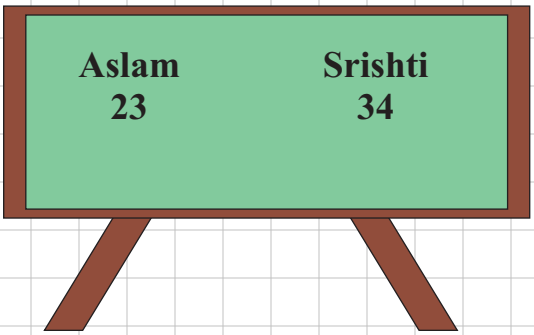
>

Ones
9

1 digit

27 > 9

Since 27 is greater than 9.
Harjot has won.

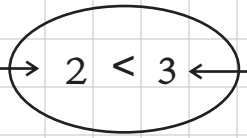


Aslam and Sirshti are playing cricket. Aslam has scored 23 runs and Srishti has scored 34 runs.

Since the number of digits in the scored runs is qual, now compare the tens place digit.

Tens	Ones
2	3

Tens	Ones
3	4



2 is smaller than 3 at tens place which means 3 is greater than 2

so $34 > 23$ or $23 < 34$

Now compare the runs of Harjot, Tanisha,

Aslam and Srishti

27, 9, 23, 34

To find the highest scored runs, write numbers in ascending order

9 23 27 34

When numbers are arranged from smaller number to greater number, it is called ascending order.

Now, look at these numbers

34 27 23 9

When numbers are arranged from greatrer number to smaller number, it is called desending order/

Let's Do

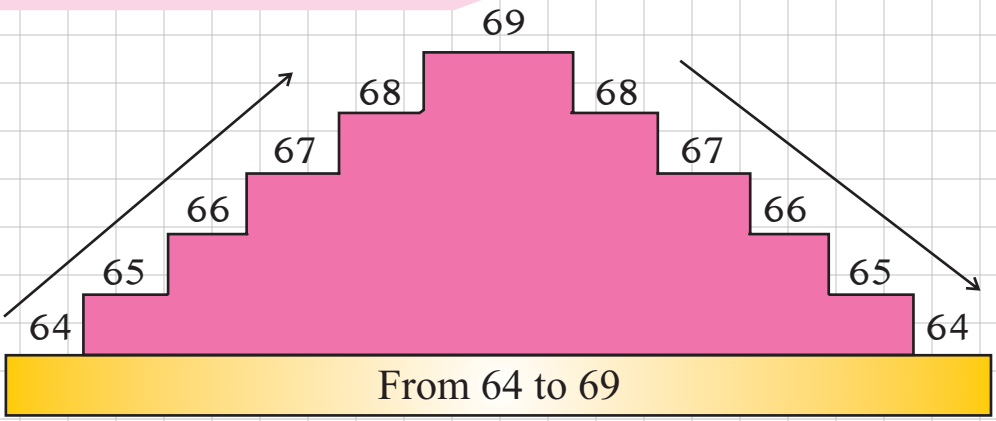
1. Write in ascending order

14, 24, 32, 12	12	14	24	32
5, 96, 19, 89				
28, 15, 89, 90				
83, 27, 15, 33				
47, 49, 42, 40				
39, 59, 89, 69				

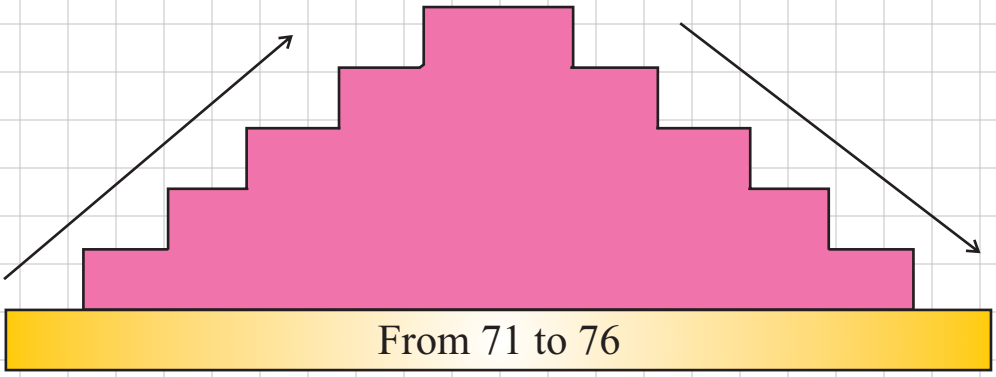
2. Write in descending order

10, 73, 98, 27	98	73	27	10
58, 43, 27, 10				
95, 34, 81, 23				
16, 79, 24, 75				
52, 59, 56, 50				
99, 79, 89, 29				

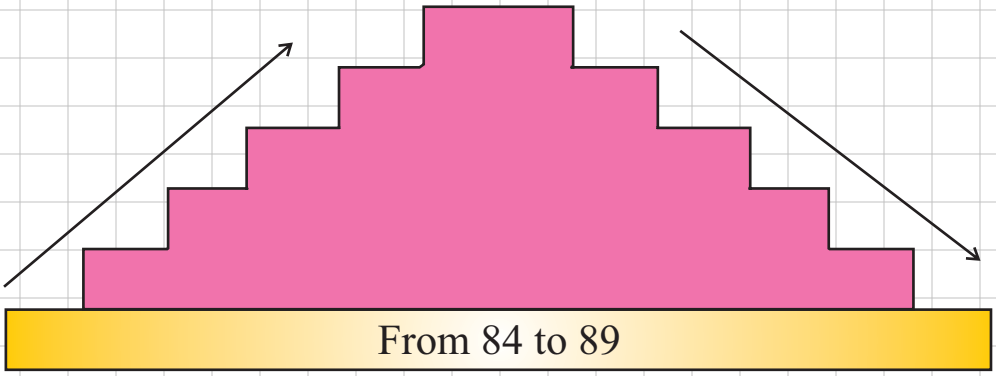
Write Ascending/Descending Order



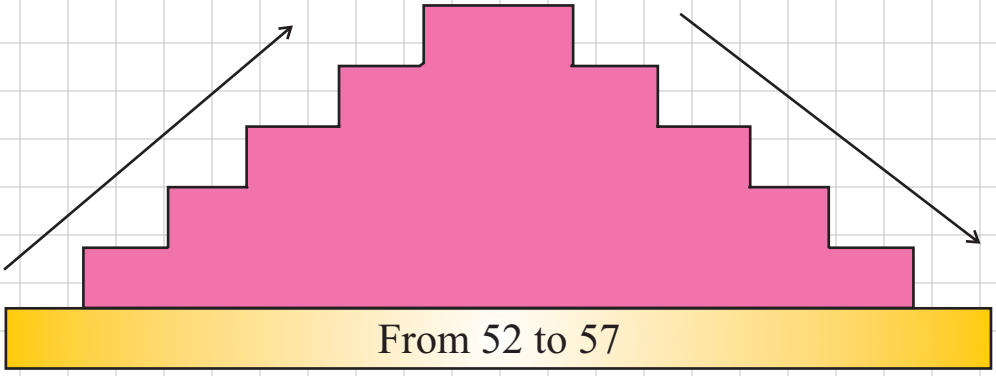
From 64 to 69



From 71 to 76



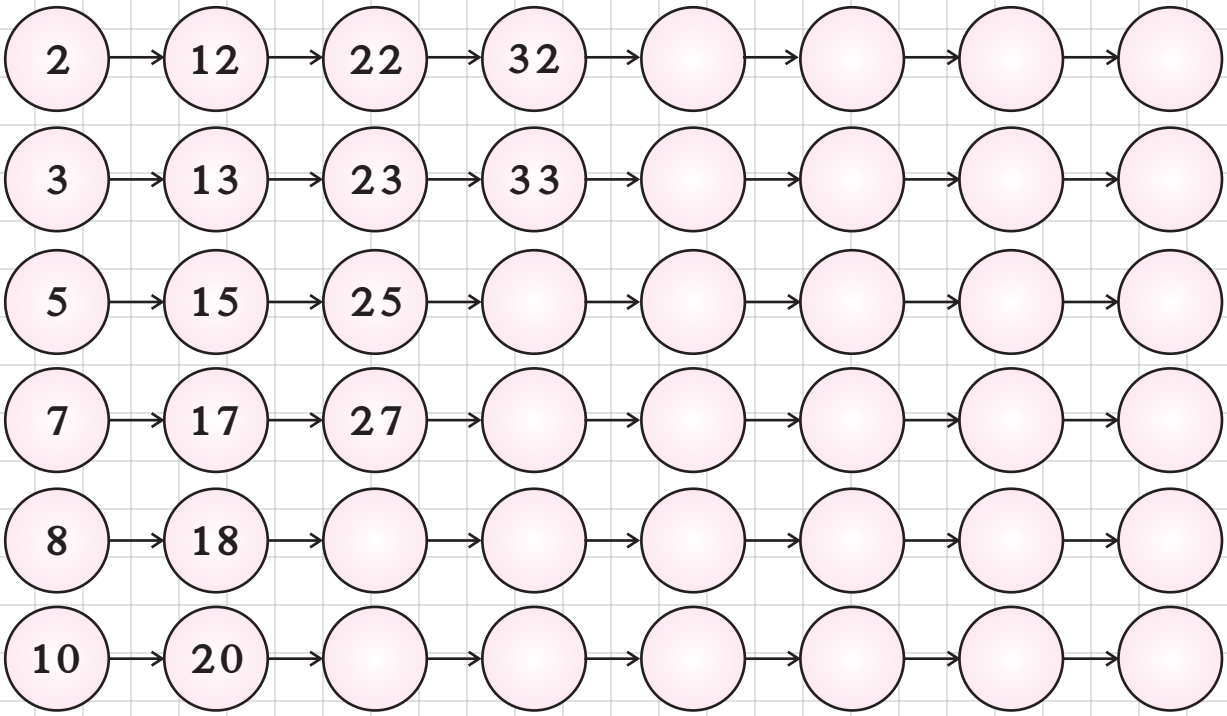
From 84 to 89



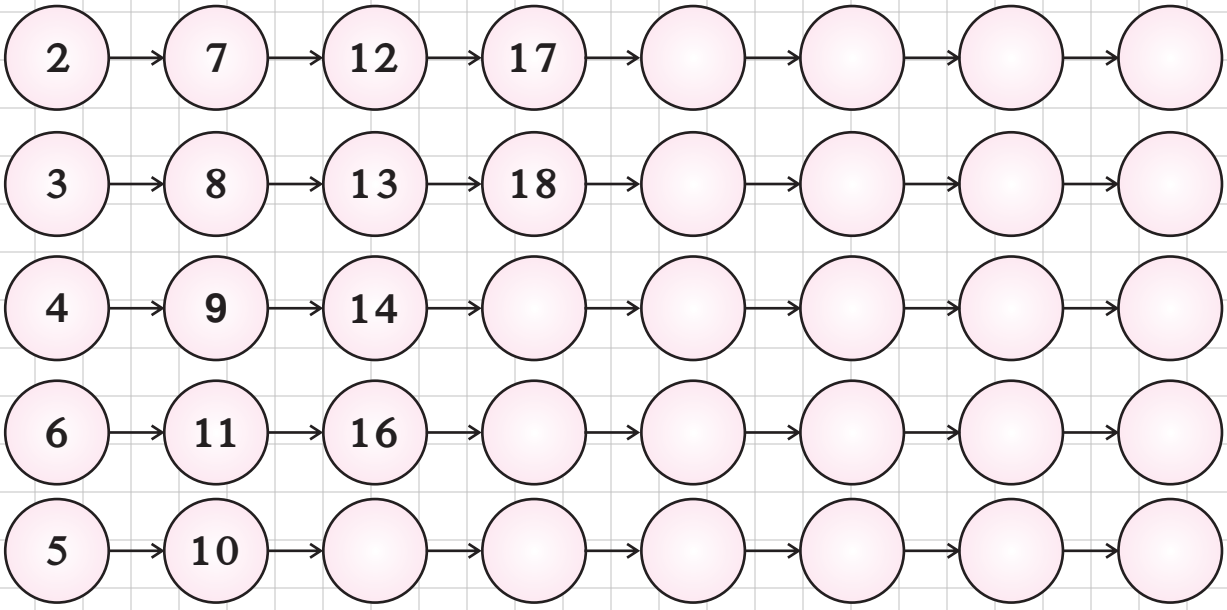
From 52 to 57

Counting by Different Methods

Skip Counting tens

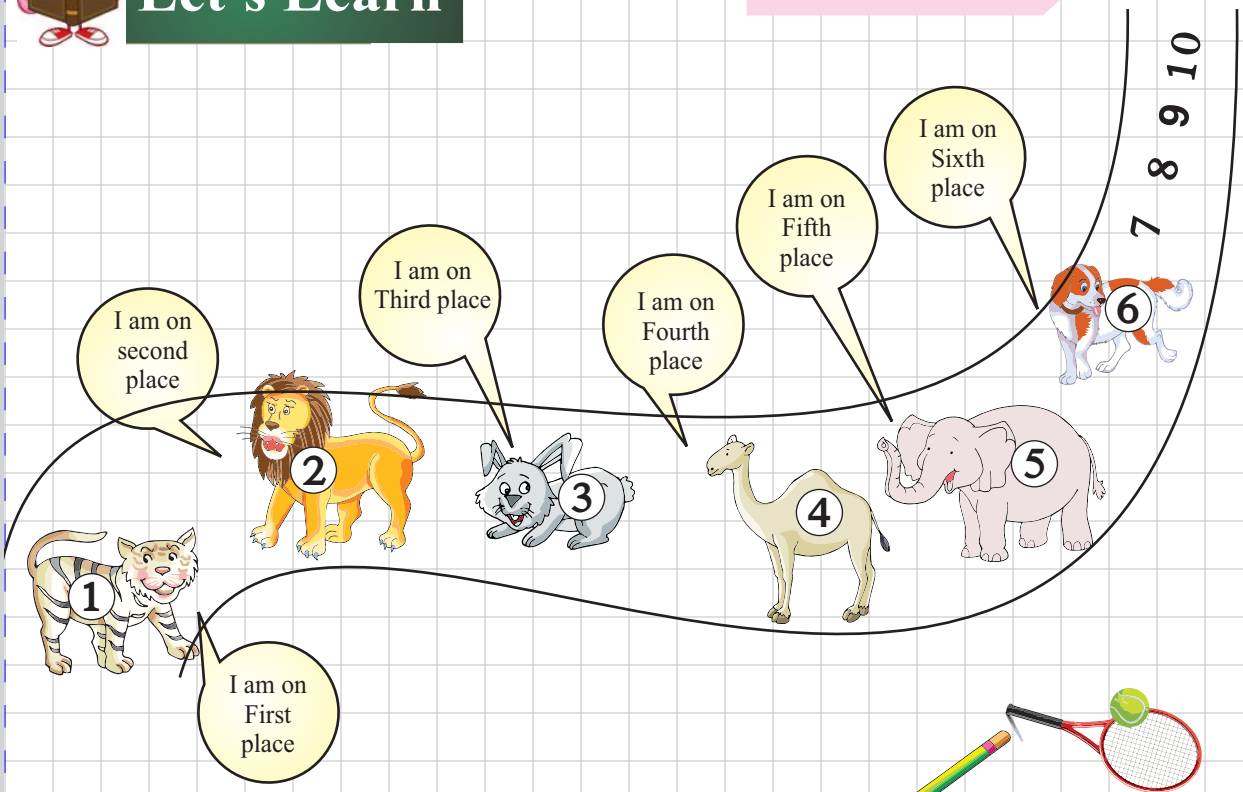


Skip Counting by fives

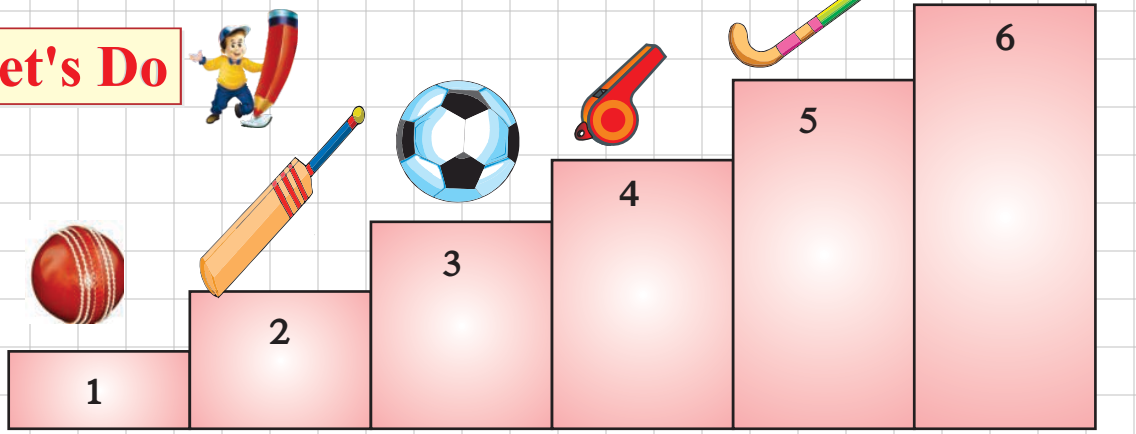


Let's Learn

Order of Number



Let's Do



Write the order of Football. ____ Write the order of Bat. ____

Write the order of Hockey. ____ Write the order of Whistle. ____

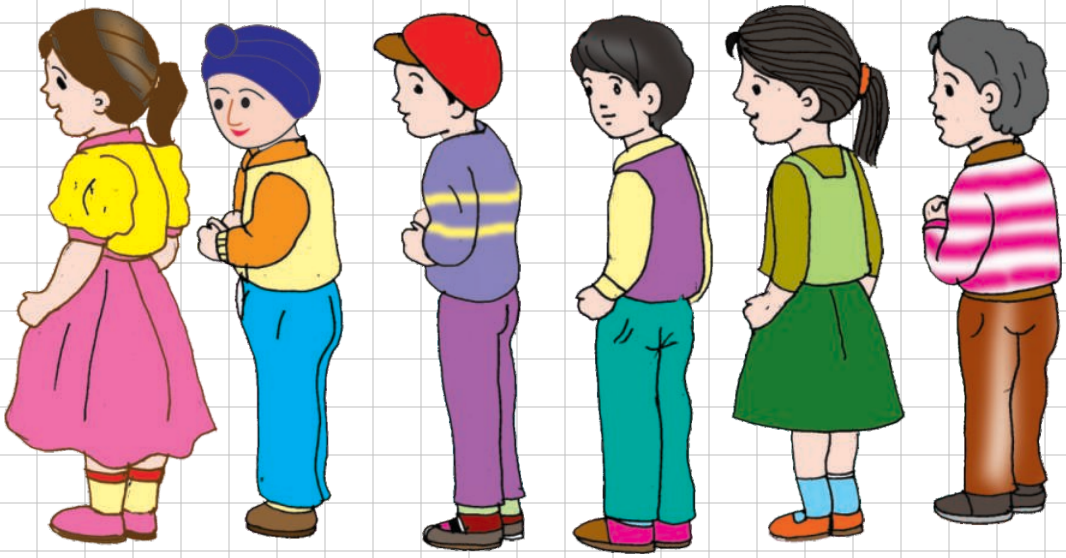
Write the order of Ball. ____ Write the order of Rocket. ____

Note for Teachers

The teacher will make the students stand in a queue and ask each of them about his place. In this way, he will explain the concept of order of numbers.

Activity

Let the students stand in a queue and ask their number in order.



Practical Activty

To make two digit numbers with given two digits

Objective — To make the small and the large number by using flash cards of two digits.

Material — Two sets of flash cards from 0 to 9.

0	1	2	3	4	5	6	7	8	9

0	1	2	3	4	5	6	7	8	9

Method 1: Teacher will call a child and ask him to pick any two cards.

Like- | 4 | | 6 |

2. By using those cards the students to form a smaller number.

4	6

3. Similarly she will tell them to make greater number.

6	4

4. Write these numbers on the blackboard and discuss about smaller and greater number.

5. Teacher will now call three students and ask then to pick any 2 flash cards each.

2	2

4	6

5	7

6. She will tell them to make differernt numbers from flash cards.

7. Then she will ask them about the smallest and the greater number out of them.

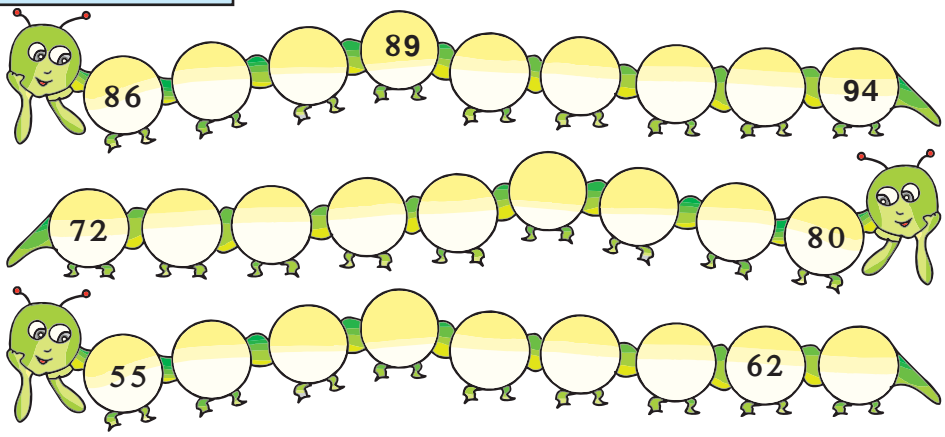
Let's Do

1. Write two digit numbers from given digits:

3, 4	2, 7	5, 3
1, 5	7, 9	6, 9
7, 8	6, 9	2, 7

Worksheet

1. Fill in the blanks



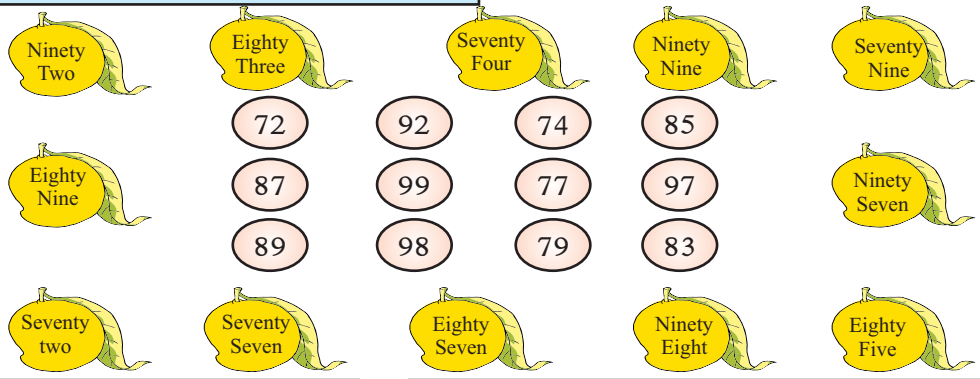
2. What comes just before? | What comes In-between | What Comes just after

☐	79	☐	90	79	☐	81	83	☐	85	99	☐	79	☐
☐	86	☐	100	98	☐	100	70	☐	72	68	☐	82	☐
☐	73	☐	80	85	☐	87	93	☐	95	85	☐	88	☐

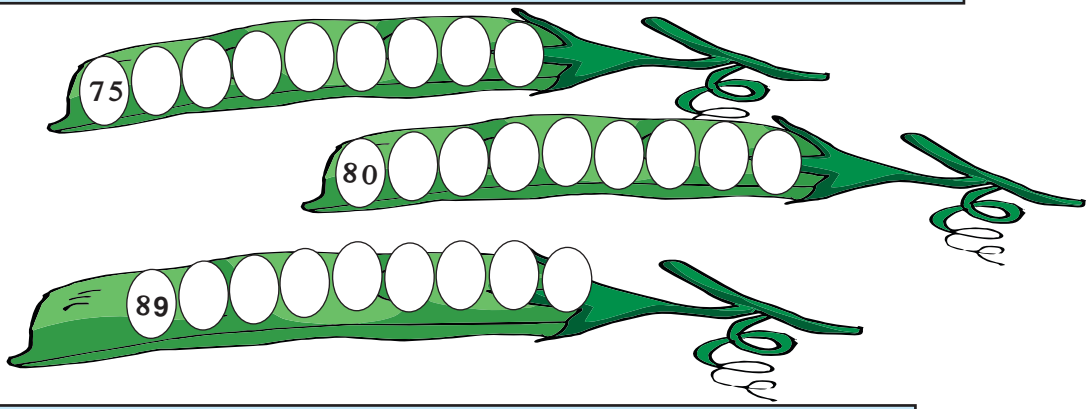
3. Fill in the blanks (>, <, =)

84	☐	48	90	☐	89	88	☐	91	75	☐	30
97	☐	97	83	☐	98	69	☐	96	74	☐	74
75	☐	80	67	☐	79	73	☐	63	80	☐	69

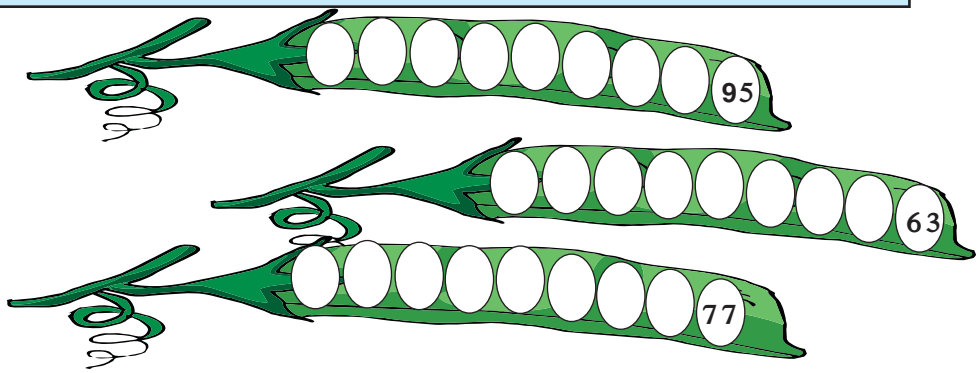
4. Match the number names with the numerals



5. Write the forward counting from the given number



6. Write backward counting from the given number



7. Write each of the following numbers in the expanded form

93 =___+___ 85 =___+___ 73 =___+___

89 =___+___ 99 =___+___ 96 =___+___

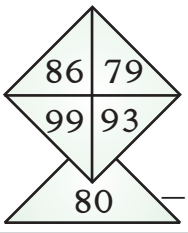
76 =___+___ 82 =___+___ 78 =___+___

8. Form numbers for each of the following

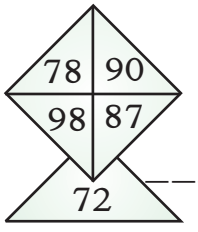
90 + 4 = 70 + 9 = 80 + 7 =

80 + 8 = 90 + 7 = 70 + 5 =

9. Write in ascending order

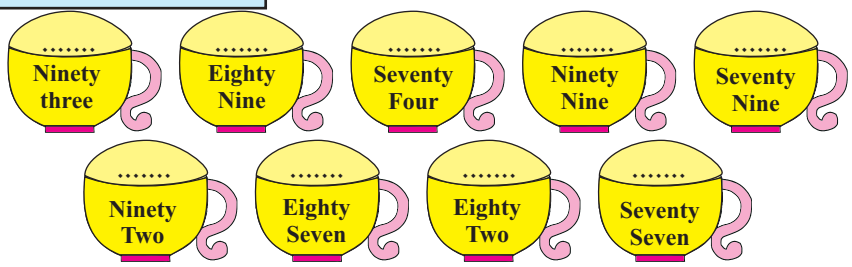


___,___,___,___,___



___,___,___,___,___

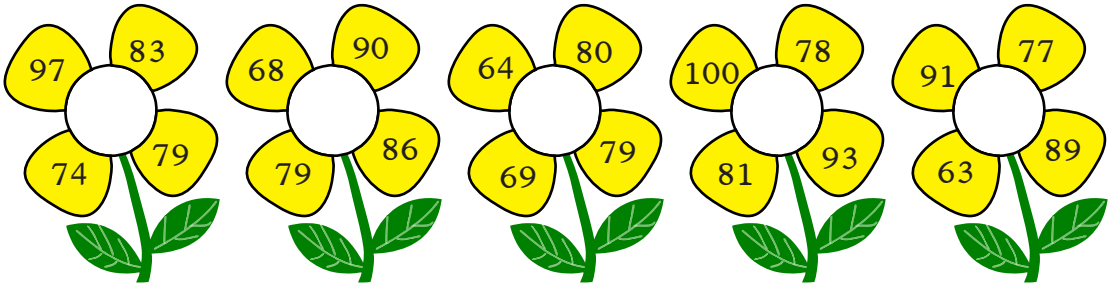
10. Write the following in figures



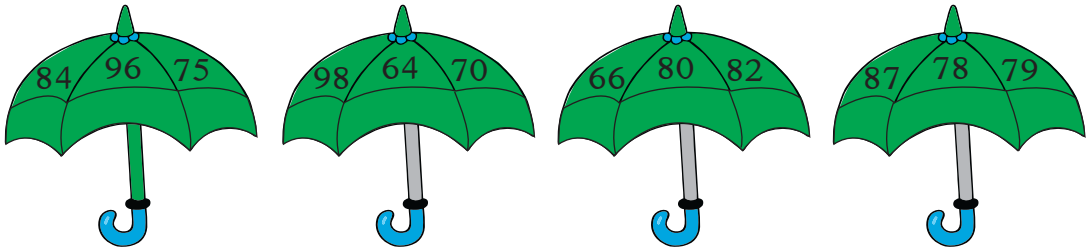
11. Encircle the greatest number

89 98 79	96 78 69	77 83 68
90 97 63	88 89 71	93 47 69
100 82 74	75 94 83	58 66 98

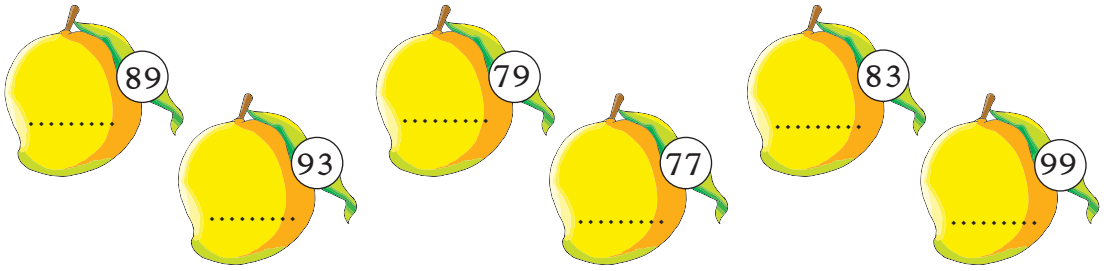
12. Write the greatest number in the centre of the flower.



13. Write the numbers in decreasing order



14. Write the following numbers in words



16. Tell the place value of the encircled digit :

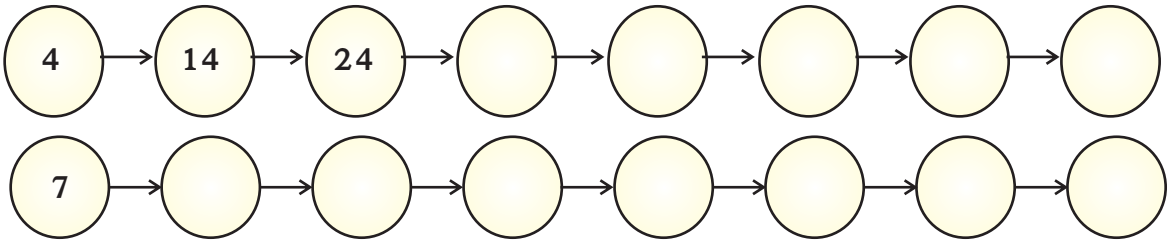
1(8) = The place value of 8 is ..... .

(5)4 = The place value of 5 is ..... .

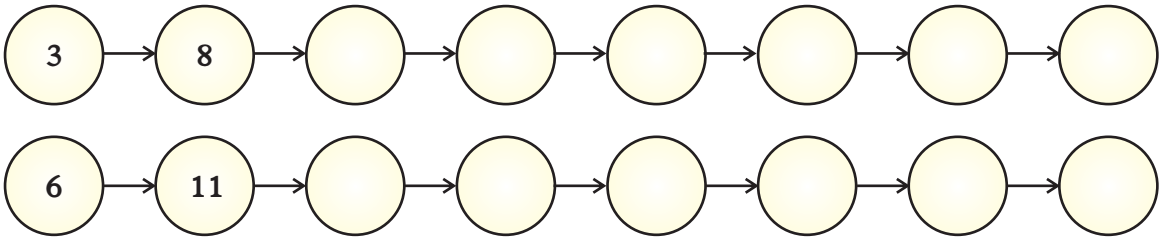
(6)2 = The place value of 6 is ..... .

7(7) = The place value of 7 is ..... .

16. Skip counting by tens



17. Skip counting by fives



18. Write two digit number using given digits

(i) 2, 5 ☐☐ (ii) 3, 4 ☐☐

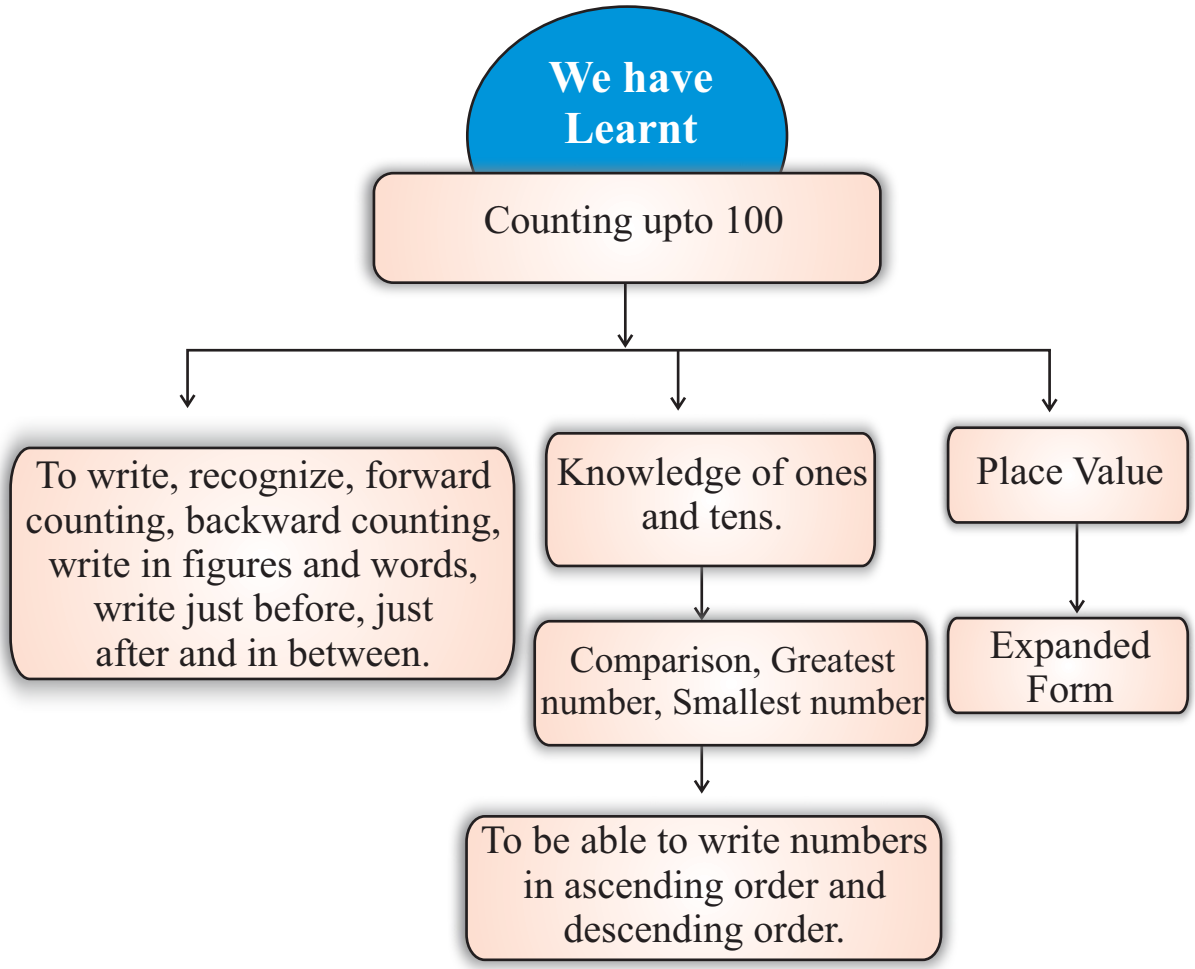
(iii) 7, 8 ☐☐ (iv) 1, 6 ☐☐

(v) 5, 7 ☐☐ (vi) 2, 8 ☐☐

19. (i) How notes of ₹10 and ₹1 make the number 54 ?
(ii) How notes of ₹10 and ₹1 make the number 72 ?

Points to Remember

* Smallest one digit number — 1
* Greatest one digit number — 9
* Smallest two digit number — 10
* Greatest two digit number — 99

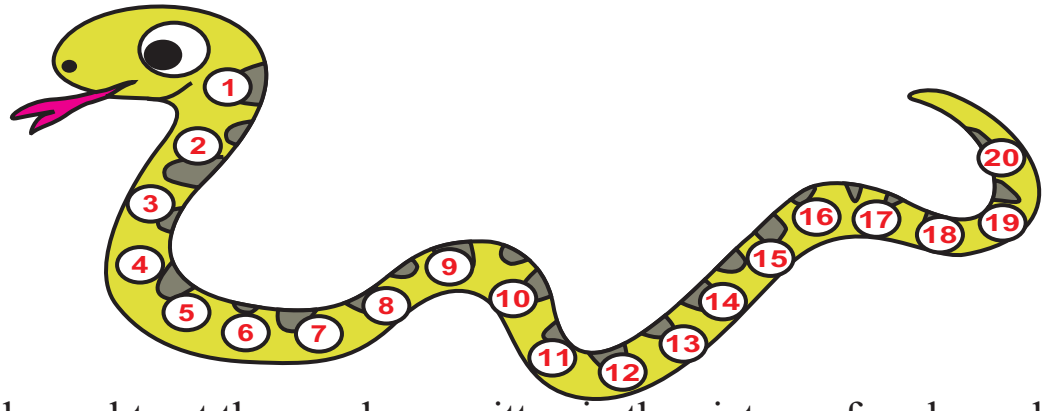


2 ADDITION-SUBTRACTION

OBJECTIVES

* Solving problems of addition-subtraction orally and with the help of pictures.
* Estimating the result of addition and subtraction and comparing with the results of other given numbers.
* Explaining orally similar rules of addition and subtraction facts.
* Addition and subtraction of zero to a number.
* Arranging the two digit numbers in columns of ones and tens, Adding-subtract with regrouping and without regrouping.

Do You Remember



Add or subtract the numbers written in the picture of snake and write the answers in the given boxes.

4 + 3 =		5 + 4 =	
7 + 6 =		3 + 6 =	
8 + 4 =		7 + 9 =	
9 + 6 =		6 + 6 =	

9 − 5 =		9 − 3 =	
7 − 4 =		8 − 4 =	
8 − 6 =		7 − 6 =	
6 − 3 =		5 − 3 =	

Amrit has 5 toffees. His teacher gives him 4 more toffees. How many toffees does he have?

5

\+ 4

8 birds were sitting on a tree. 2 birds flew away. How many birds are left on the tree now?

8

− 2

Amrit has 6 beads. How many more beads does he need to make them 10 in number?

Rafiq has 10 beads. How many beads does he give to Simmy so that he is left with 4 beads? (Ask orally)

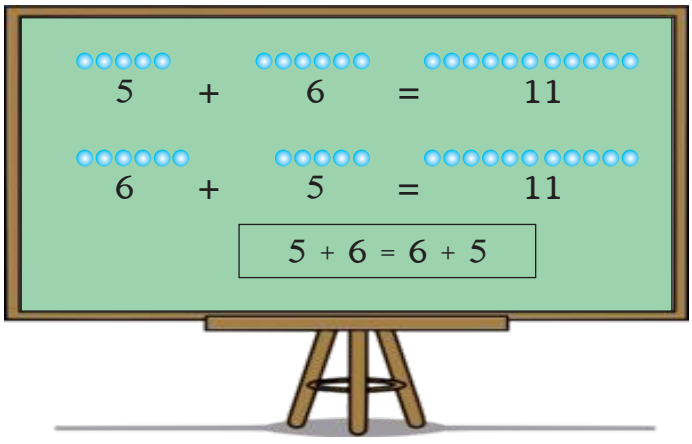
Let's Learn

PROPERTIES OF ADDITION

Students, to add two numbers, sign '+' used. This sign '+' depicts/ represents addition. Now let us study the properties of Addition. The numbers that we add are called addends.

The sum of two numbers does not change when the order of the addends is changed.

Look at the black-board



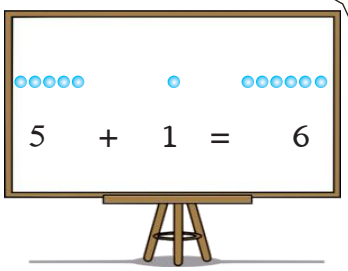
Note for Teachers

Teacher will tell the students by giving different examples that the sum of two numbers does not change when the order of addends is changed.

When we add '1' to the given number, we get the next number (successor)

Look at the blackboard

Correct, Now tell me orally.

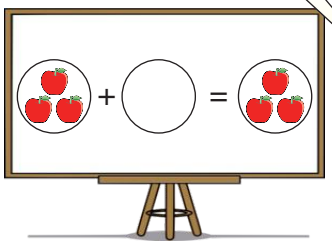


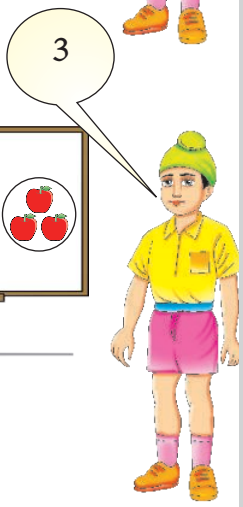
7	+	1	=	
8	+	1	=	
4	+	1	=	

When we add Zero to a given number, the sum is the given number.

Look at the blackboard

Correct, tell me orally.





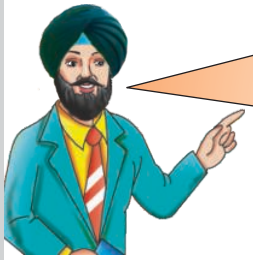
4	+	0	=	
7	+	0	=	
8	+	0	=	

Let's Do

4 + 3 = ☐ = 3 + 4	3 + 1 = ☐	4 + 0 = ☐
1 + 2 = ☐ = 2 + 1	5 + 1 = ☐	2 + 0 = ☐
2 + 4 = ☐ = 4 + 2	6 + 1 = ☐	1 + 0 = ☐
5 + 3 = ☐ = 3 + 5	2 + 1 = ☐	3 + 0 = ☐

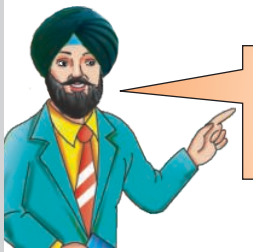
Difference

Students, to subtract smaller number from the greater number sign of '–' is used. This sign of '–' represents subtraction. Lets, now study the properties of subtraction.



When we subtract 1 from a number, we get the preceding number or the number just before it.

3	–	1	=	2
6	–	1	=	5
4	–	1	=	3



There is no change if we subtract 0 from a number.

3	–	0	=	3
7	–	0	=	7
9	–	0	=	9

Subtracting number from the same number, we get zero ('0')

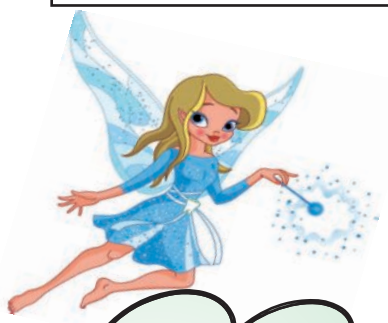
7	–	7	=	0
5	–	5	=	0

Let's Do

4	–	1	=	
7	–	1	=	
5	–	1	=	

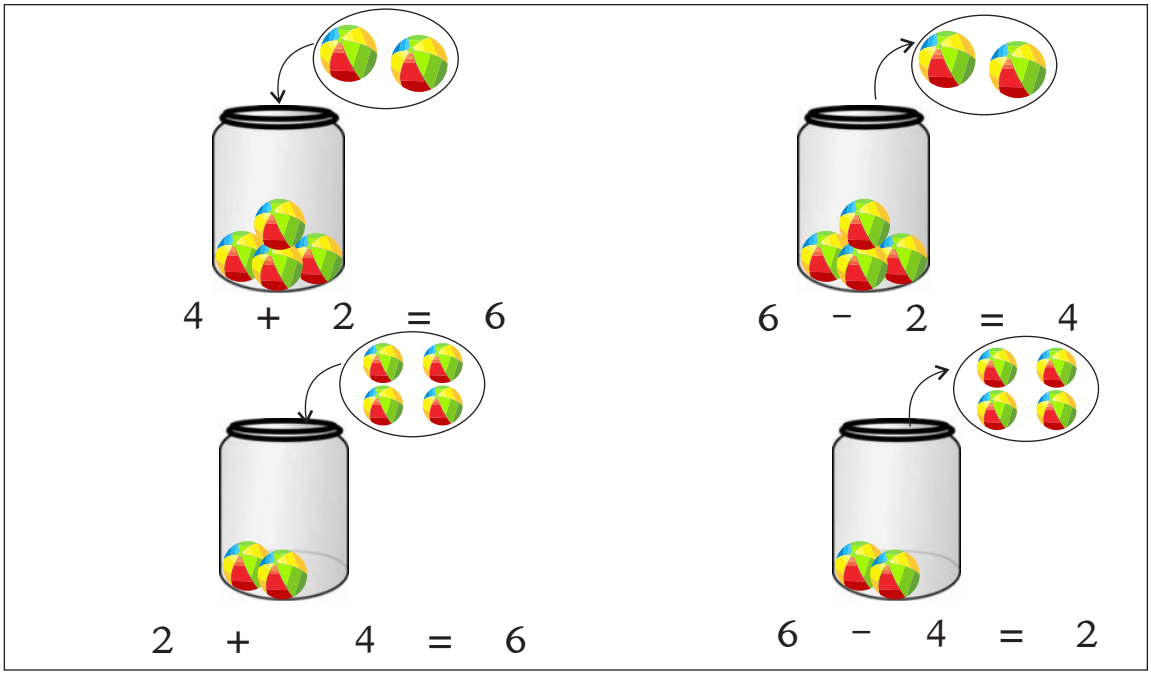
8	–	0	=	
3	–	0	=	
6	–	0	=	

9	–	9	=	
2	–	2	=	
4	–	4	=	



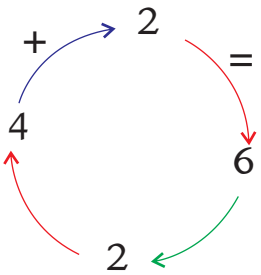
Add the zero or subtract the zero. The difference does not matter we are left with, what we had already you should understand it better.

Addition and Subtraction - In terms of Inverse Operations



4 + 2 = 6 6 − 2 = 4

2 + 4 = 6 6 − 4 = 2



Addition and Subtraction are inverse operations. For each addition fact, we can write a corresponding subtraction fact

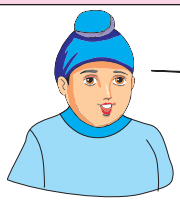
Let's Do

3 + 6 = ☐ → 9 − 6 = ☐, 9 − 3 = ☐

5 + 4 = ☐ → 9 − 5 = ☐, 9 − 4 = ☐

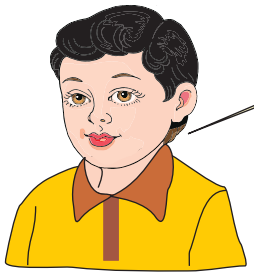
Let's Learn

Addition of 1 digit number with 2 digit numbers (without carrying



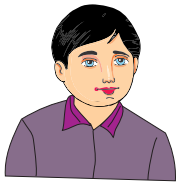
I have pencils of 10 colours.

Sukhdev Singh



I have pencils of 8 colours.

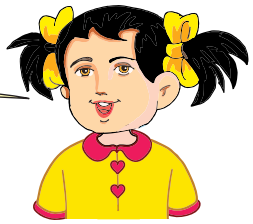
Bunty



How many pencils are there with both boys ?

Rahim

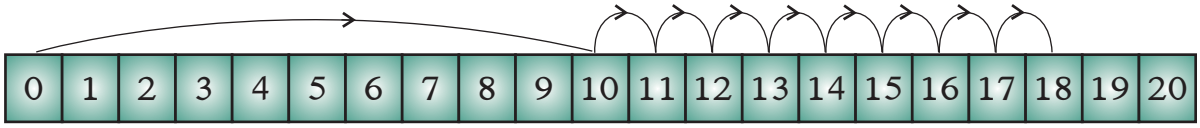
I think there are 18 pencils.

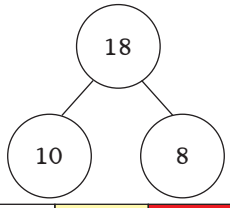


Sippy

Let us do the sums with the help of number strip.

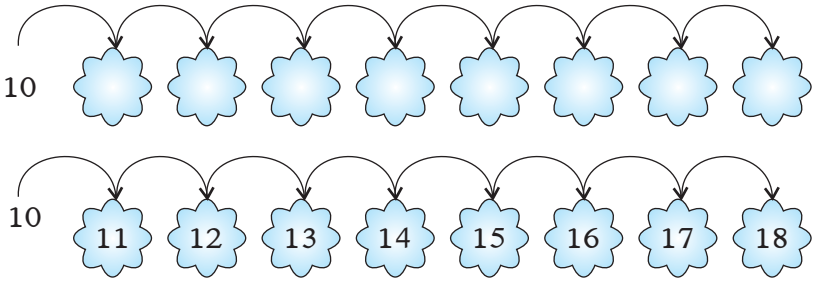
(a) Addition on Number strip





	Tens	Ones
	1	0
+		8
	1	8

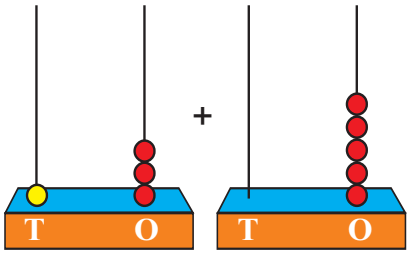
1 Tens 8 Ones.



10 + 8 = 18

(b) Addition with Abacus

13 + 5



1 3 + 5 =

1. Put the beads in Abacus according to the given number.
2. Now put the beads of one's place of both numbers in a single stick and count.

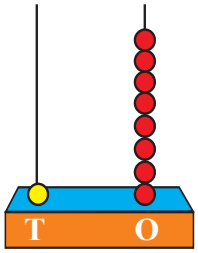
3 + 5 = 8

3. Now put the bead of tens place in a single stick and add.

1 + 0 = 1

4. Now add ones and tens.
1 tens and 8 ones

10 + 8 = 18



1 8

	Tens	Ones
	1	0
+		8
	1	8

(c) Add With Currency Notes

36 + 3

Method : 1. Take currency notes according to given numbers.

2. Firstly, add currency notes of ones.

6 + 3 = 9

3. Now add currency notes of tens.

3 + 0 = 3

4. ....3..... tens and .....9..... ones

30 + 9 = 39

Adding without grouping

Method : 1. Write the digits of addends in boxes.

7	0
0	9

2. Write the numbers in ones and tens :

7	0	7 tens + 0 ones	0 ones
0	9	0 tens + 9 ones	9 ones

3. Add ones:

	7	0	7 tens	0 ones
+	0	9	0 tens	9 ones
		9		9 ones

4. Add tens:

	7	0	7 tens	0 ones
+	0	9	0 ones	9 ones
	7	9	7 tens	9 ones

70 + 9 = 79

Let's Do

Fill in the blanks:-

20	+	7	=		30	+	2	=	
40	+	8	=		60	+	5	=	
50	+	9	=		80	+	4	=	
70	+	6	=		90	+	3	=	

2. Fill in the blanks:-

13	+	4	=	43	+	6	=
11	+	8	=	55	+	5	=
22	+	7	=	46	+	2	=
34	+	4	=	62	+	5	=

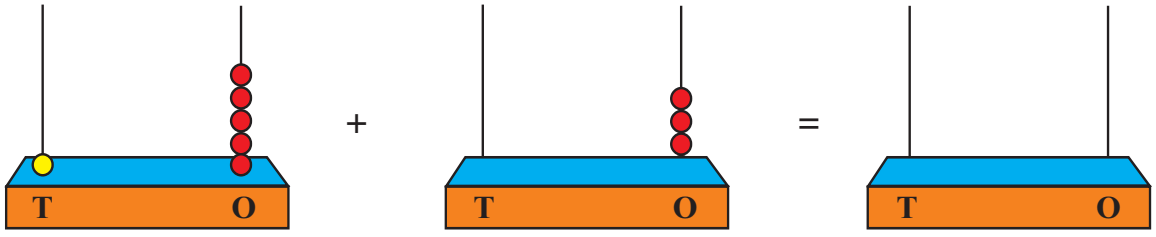
3. Fill in the blanks:-

.....	+	5	= 35	36	+	.....	= 39
.....	+	9	= 69	54	+	.....	= 58
.....	+	7	= 97	72	+	.....	= 77

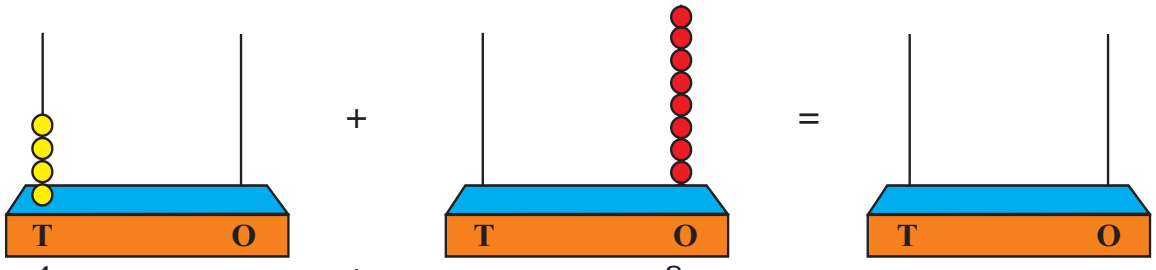
4. Split the given numbers into tens and ones.

39	=	.....	Tens	+	.....	Ones
45	=	.....	Tens	+	.....	Ones
72	=	.....	Tens	+	.....	Ones
74	=	.....	Tens	+	.....	Ones

5. Add on Abacus :-

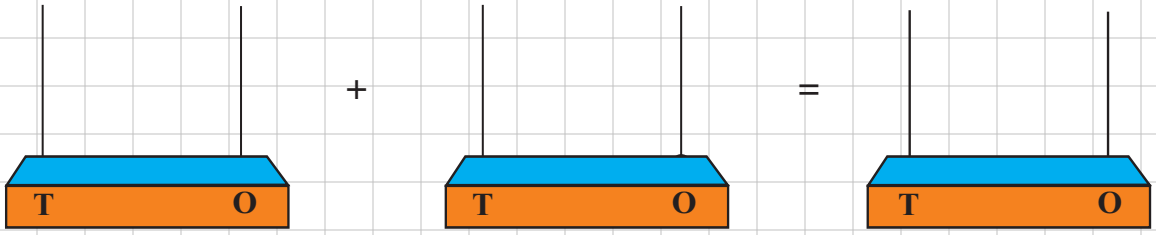


1 5 + 3 =



4 + 8 =

6. Draw beads on Abacus and add.



4 2 + 7 =

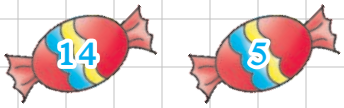
7. Show currency notes for the given numbers and then add them.

56 + 3

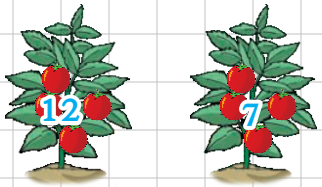
Tens	Ones

8. There are 10 red apples in a basket and 8 green apples in second basket. How many apples are there in two baskets.

9. Rajia has 14 toffees. Her mother gives her 5 more toffees. How many toffees does Razia have now?



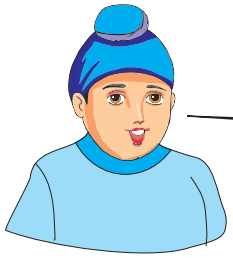
10. One tomato plant has 12 tomatoes and the other has 7 tomatoes. How many tomatoes are there on the two plants?



Note for Teachers

* To develop the understanding of addition and subtraction by packing up currency notes according to the given numbers.
* Do this activity only after discussion with the students.
* Do the sums in copy only after the concept is clear.

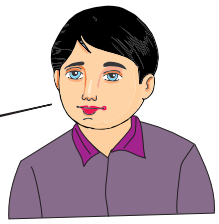
Subtraction of 1 digit number from 2-digit number (without borrowing)



I have 16 colours.

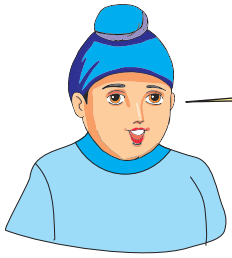
Sukhdev Singh

I have no colour



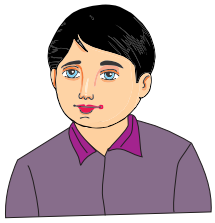
Rahim

No worry, give you 4 colours.

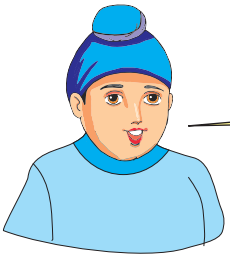


Sukhdev Singh

Wow, Now I have 4 colours.



I had 16 colours. I gave you 4 colours.



How many colours are left with you now?

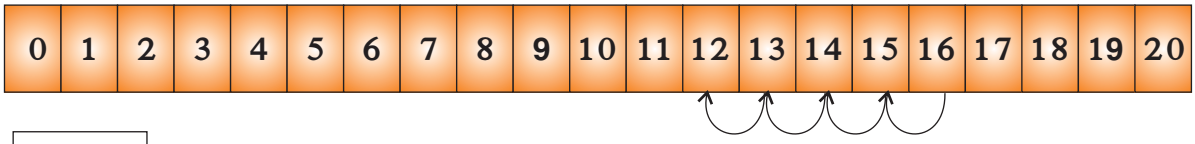
Bunty

I think 12 colours

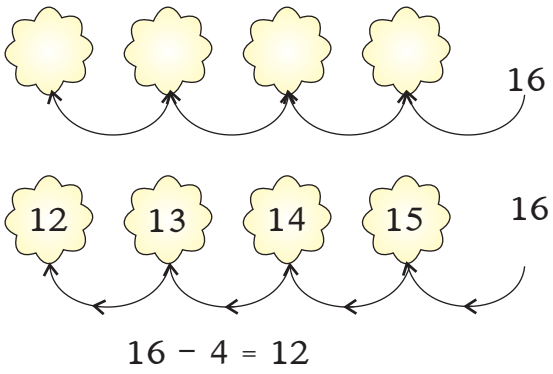
Tarleen

Lets now do the sums on number strip.

a. Subtract with the help of number strip.



16 − 4

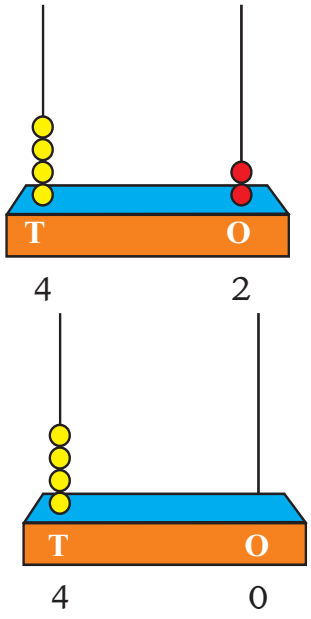


16 − 4 = 12

−	Tens	Ones
	1	6
		4
	1	2

b. Subtract with Abacus

42 − 2



Method : 1. Put beads in abacus according to the given sum.

2. Take out the beads from stick of one's place of given number.

   2 – 2 = 0

3. Take out beads of tens place as given in the sum from the stick.

   4 – 4 = 4

4. Write tens, ones

   4 Tens = 0 ones

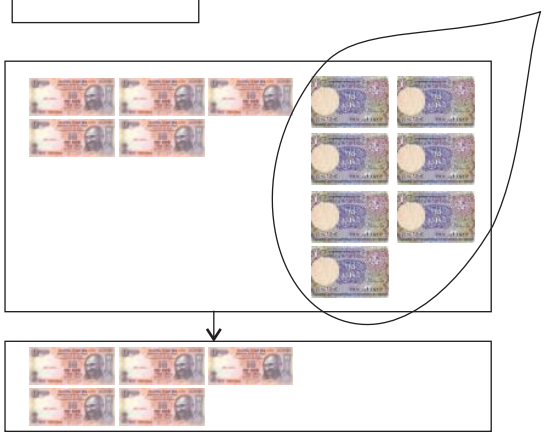
   = 40 + 0

   = 40

c. Subtraction Using Currency Notes

57 − 7

(i)



Method:

1. Pick the currency notes according to the given greater number.
2. Subtract ones place from one's place.

   7 − 7 = 0
3. Subtract ten place from ten place.

   5 − 0 = 5
4. Count remaining tens, ones.

   5 tens + 0 ones

d. Subtract by Spilitting into Tens and Ones

78 − 7

7	8	7 tens + 8 ones
−	7	0 tens+ 7 ones

7	8	7 tens + 8 ones
−	7	0 tens + 7 ones
	1	1 Ones

7	8	7 tens + 8 ones
− 0	7	0 tens + 7 ones
7	1	7 tens + 1 ones

78 − 7 = 71

Method:

1. Write the digits of given sum in columns of the tens and ones.
2. Write number in tens and ones.
3. Subtract ones from ones.

   8 − 7 = 1
4. Subtract tens from tens.

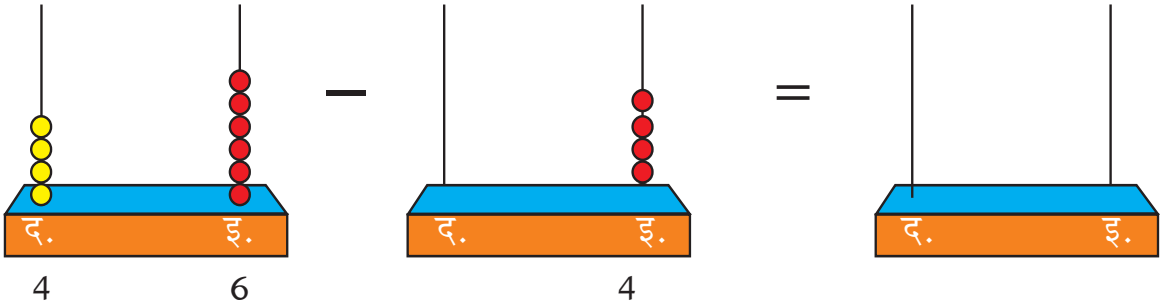
   7 − 0 = 7
5. 7 tens, 1 ones
6. 70 + 1
7. 71

Let's Do

1. Fill in the blanks:-

26 − 4 = ❀	18 − ❀ = 16	❀ − 8 = 30
39 − 5 = ❀	43 − ❀ = 40	❀ − 3 = 56
87 − 6 = ❀	65 − ❀ = 60	❀ − 5 = 78
87 − 6 = ❀	65 − ❀ = 59	❀ − 5 = 83

2. Subtracting by taking out beads from abacus.



3. Subtract with currency notes

65 − 5

4. Subtract after splitting in ones, tens.

	8	6	→ .... tens + ... ones
−		2	→ .... tens + ... ones
			.... tens + ... ones

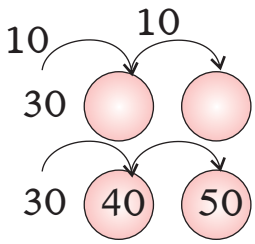
5. There were 24 oranges in a basket. 3 oranges were eaten from the basket. How many oranges were left?

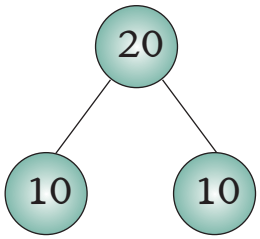
6. There are 37 apples in an apple box. 5 apples are rotten and thrown away. How many apples are left?

Addition of 2-digit numbers with 2-digit numbers (without carrying)

(a) by Splitting a number

30 + 20

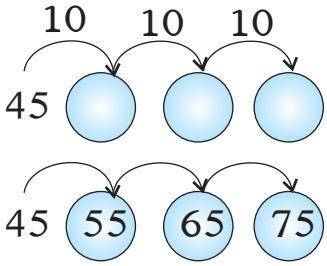


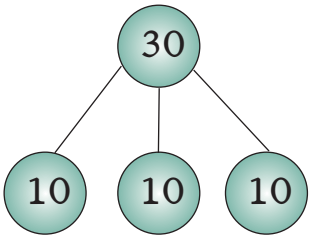


	T	O
	3	0
+	2	0
	5	0

30 + 20 = 50

45 + 30

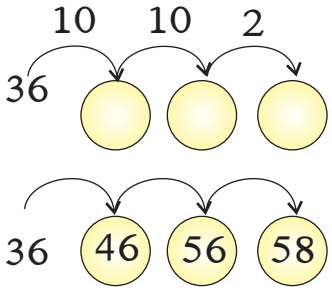


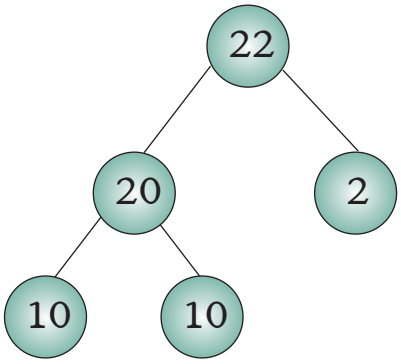


	T	O
	4	5
+	3	0
	7	5

45 + 30 = 75

36 + 22





	T	O
	3	6
+	2	2
	5	8

36 + 22 = 58

Note for Teachers

Firstly ask the students about splitting of numbers. Then let them practice the sums.

Let's Do

(a) Add by splitting a number.

(1) 40 + 20	(2) 78 + 21
(3) 56 + 40	(4) 30 + 22

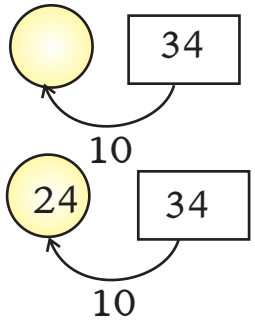
5. Avneet planted 20 rose plants and 10 marigold plants in her flowerbed. How many total plants were planted by Avneet?
6. Sanjeev had 30 balloons. Bobby gave him 15 more balloons. How many balloons does sanjeev have now?
7. There are 18 girls and 21 boys in the IInd class. How many total students are there in the class?

Let's Learn

Subtraction of 2 digit numbers from 2 digit numbers (without carrying)

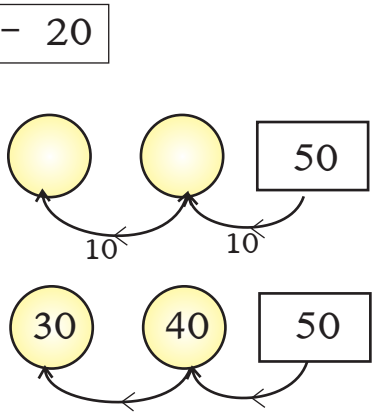
Splitting a number

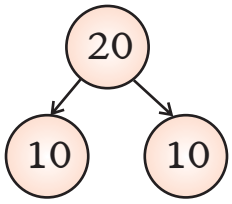
34 – 10



	T	O
	3	4
–	1	0
	2	4

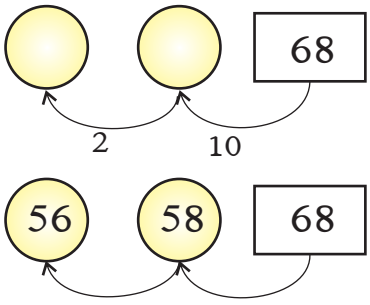
50 – 20

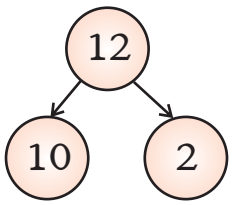




	T	O
	5	0
–	2	0
	3	0

68 – 12





	T	O
	6	8
–	1	2
	5	6

Let's Do

1. Subtract after splitting a number

40 - 20	76 - 36
54 - 40	85 - 14

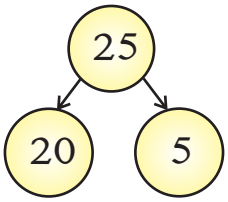
2. There were 30 oranges in a basket. 20 oranges were taken away from the basket. How many oranges were left in the basket?
3. There were 40 students in a class. Out of them, 30 students participated in a race. How many students did not participate in the race?
4. There are 28 stories in a story book. Raman read 20 stories out of them. How many stories are left to be read?
5. Jasveer has 42 pearls. He has made a necklace of 35 pearl. How many pearls are left unused?
6. Lakhwinder had 67 pencils. He distributed 36 pencils among his class on his birthday. How many pencils are left with him?
7. Ginny had 98 rupees. She bought a doll of 86 Rupees. How much money is left with her?

Let's Learn

Addition of 2-digit number with 2-digit numbers. (with carrying)

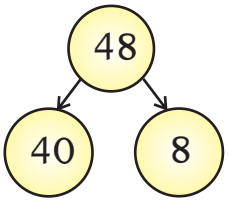
(a) By splitting a number

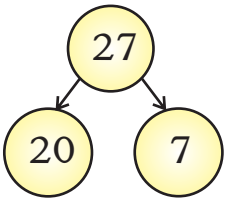
$$37 + 25 = 37 + 20 + 5$$
$$= 37 + 20 + 5$$
$$= 57 + 5$$
$$= 62$$



(b) By splitting both numbers

$$48 + 27$$
$$= \boxed{40+8} + \boxed{20+7}$$
$$= \boxed{40+20} + \boxed{8+7}$$
$$= 60 + 15$$
$$= 75$$





(c) Expansion method

Step 1

53 + 48 =

Tens	Ones
5	3
+ 4	8

Step 1

5	Tens	+	3 Ones
4	Tens	+	8 Ones
			11 Ones

Because 10 Ones = 1 ten, 11 Ones = 1 tens 1 ones

Step 3

1	ten		
5	tens	+ 3	ones
4	tens	+ 8	ones
10	tens	+ 1	ones

= 10 ones + 1 ten
= 100 + 1 = 101

Let's Do

1. Add by splitting a number :

44 + 37	52 + 48

2. Add by splitting both numbers:

58 + 46	62 + 29

3. Add with expanded form :

45 + 36	54 + 27

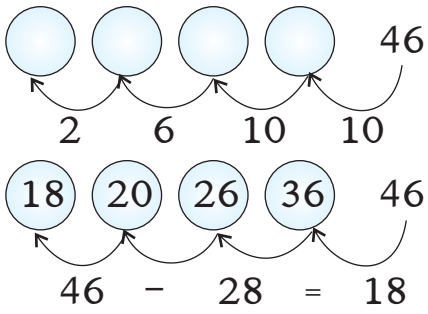
4. There are 28 students in class II. Two new students are admitted. How many students are there in the class II now?

5. There are 64 trees in a village. Villagers planted 26 more trees. How many trees are there in the village now?

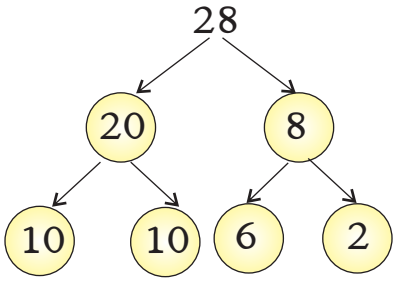
Subtract of 2-digit numbers from 2-digit numbers (With borrowing)

(a) By Splitting a number

(i) 46 – 28

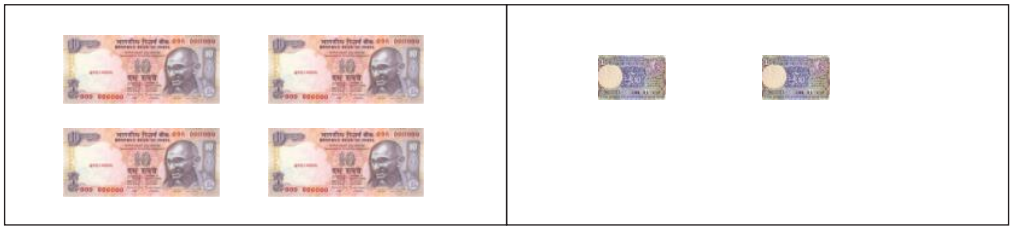


46 – 28 = 18

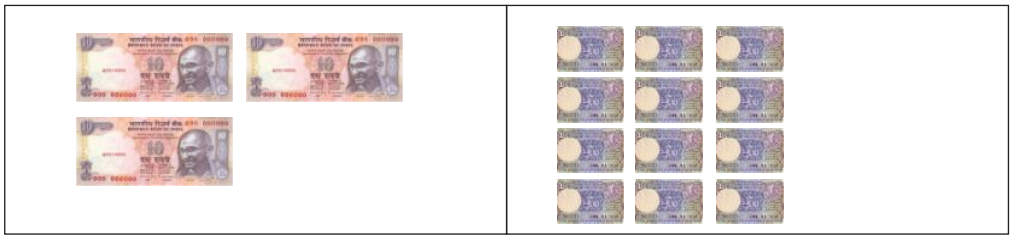


(b) With currency notes

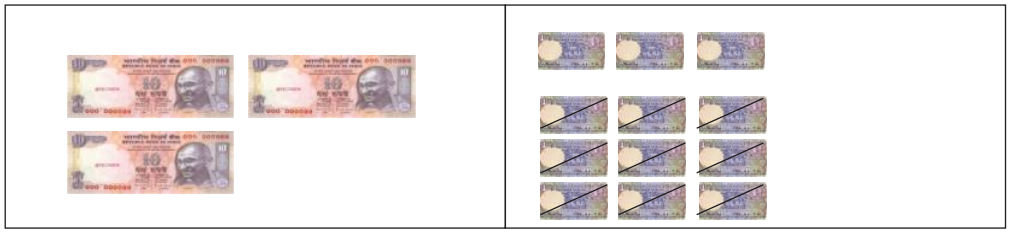
42 – 19 = (i) Pick currency notes according to the given number.



(ii) Pick currency notes according to the given number. Because 9 > 2, Rupees 9 can't be subtracted from ₹2. Therefore take ten notes of ₹1 for a ten's note. By adding there will be 10 + 2 = 12 One rupee notes.



(iii) Now from subtrahend 19 subtract notes of 1–1 rupees according to ones place (that is 9).



(iv) Now subtract one 10 rupees note from tens place of subtrahend.

(v) Now count and write.

20	3

20 + 3 = 23

Let's Do

1. Subtract by splitting a number :

82 − 16	30 − 18
60 − 25	76 − 57

2. There are 20 flowers on a rose plant. 14 flowers fell down because of rain. How many flowers are left on the plant?
3. There were 91 mangoes on a cart of fruits. 57 mangoes were sold away. How mangoes were left on the cart?

Let's Play

Addition-Subtraction with Playway Method

Objective : Add-subtract (orally)

Material : 1. Two dice, from which :

(i) '+' sign on 3 faces of first dice.
'–' sign on 3 other faces of first dice.

(ii) Write 1, 2, 3, 10, 20, 30, on second dice

2. Chart 3. Marker

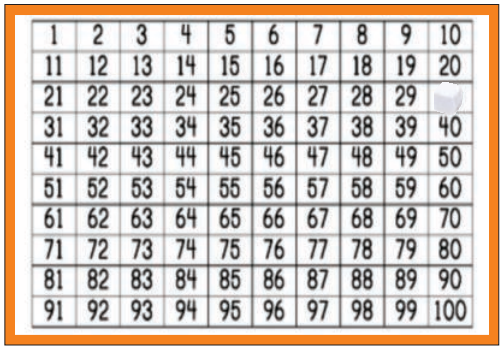
Method: (i) Write counting from 1 to 100 On chart and paste It on cardboard.

(ii) This game can be played by 2-3 students.

(iii) Both the students will put their tokens on the number 30.

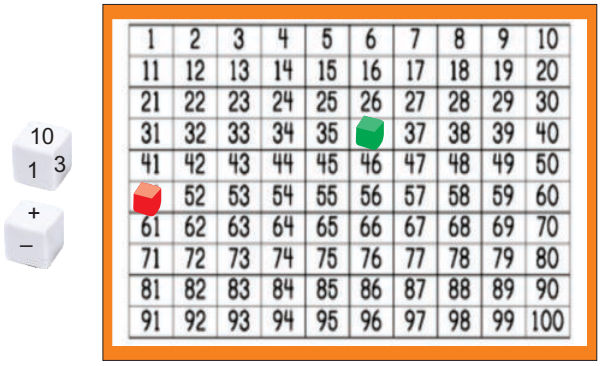
(iv) First child will throw both the dices together.

(v) He will move his token forward or backward according to number on one dice and '+' '–' sign on the other dice.

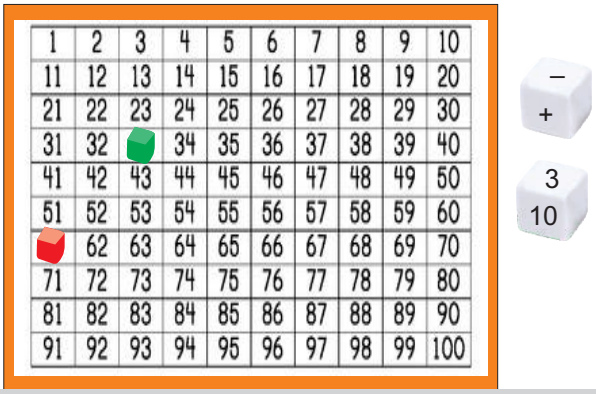


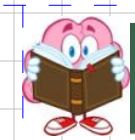
(vi) For example: if child's token is on 51 and it comes '+' and '10' on two dice then token must move to 61.

(vii) If other child's token is on 36 and it comes '–' and '3' on the dice. Then his token must move to 33.



(viii) Similarly, the game will continue. The child who reaches first at number 100, will be a winner.





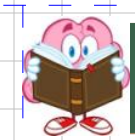
Let's Learn

Add the numbers and check

18 + 38 = 56 Check: 56 − 38 = 18	72 + 24 = 96 Check: 96 − 72 = 24

Let's Do

46 + 49 = ☐ Check: ☐ − 46 = ☐	26 + 64 = ☐ Check: ☐ − 64 = ☐
53 + 46 = ☐ Check: ☐ − 46 = ☐	57 + 40 = ☐ Check: ☐ − 40 = ☐
33 + 28 = ☐ Check: ☐ − 33 = ☐	43 + 29 = ☐ Check: ☐ − 43 = ☐
32 + 59 = ☐ Check: ☐ − 59 = ☐	64 + 27 = ☐ Check: ☐ − 27 = ☐



Let's Learn

17 + 15 = 32

32−17 = 15 | 32−15 = 17

Relationship between Addition-Subtraction

17 + 19 = 36

36 − 17 = 19 | 36 − 19 = 17

15 + 15 = 30

30−15 = 15 | 30−15 = 15

23 + 24 = 47

47 − 23 = 24 | 47 − 24 = 23

40 + 50 = 90

90 − 40 = 50 | 90 − 50 =40

Let's Do

30 + 40 =

70 − 30 = | 70 − 40 =

48 + 44

92 − 48 = | 92 − 44 =

36 + 37 =

73 − 36 = | 73 − 37 =

55 + 44 =

99 − 55 = | 99 − 44 =

60 + 35 =

95 − 60 = | 90 − 35 =

49 + 36 =

85 − 36 = | 85 − 49 =

48 + 50 =

98 − 48 = | 98 − 50 =

47 + 38 =

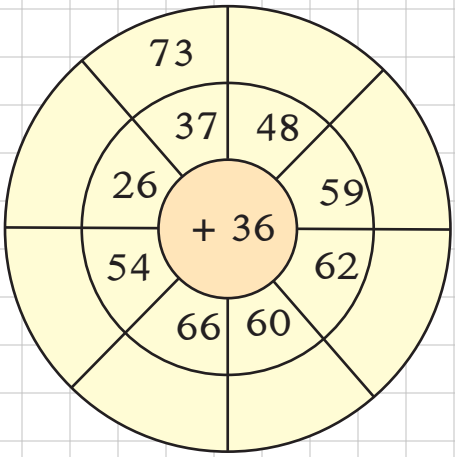
95 − 47 = | 95 − 48 =

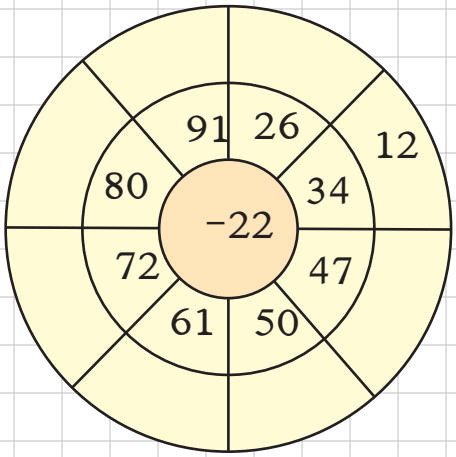
Brain Teaser

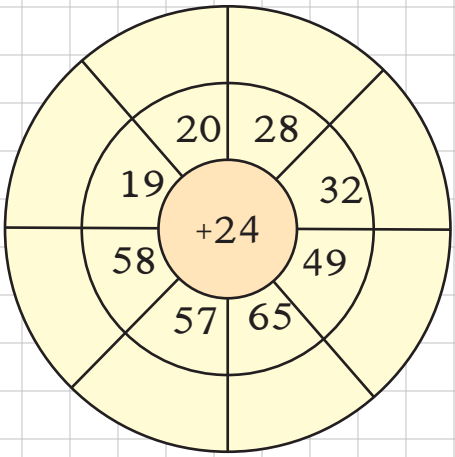
+	50	42	34	26	18
30			↓		↓
32	→	→	66		
35					
37	→	→	→	→	55
39					

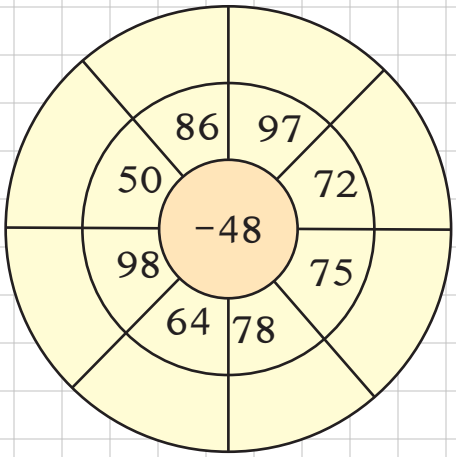
+	36	40	56	29	32
10					
15					
17					
19					
22					

Add/Subtract







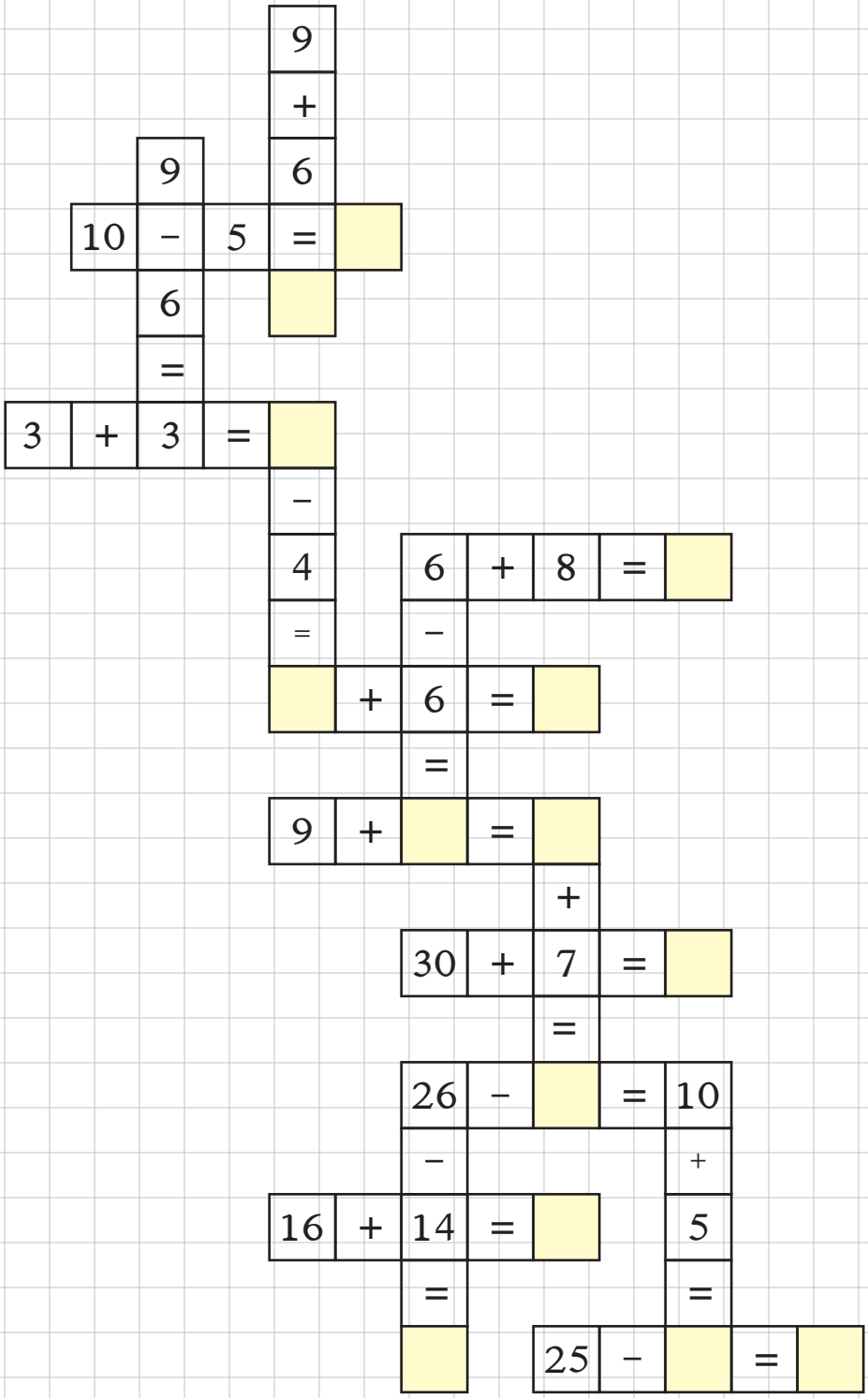


Brain Teaser

Can you help me to sail my boat through water

Brain Teaser

Think, Understand and Do :

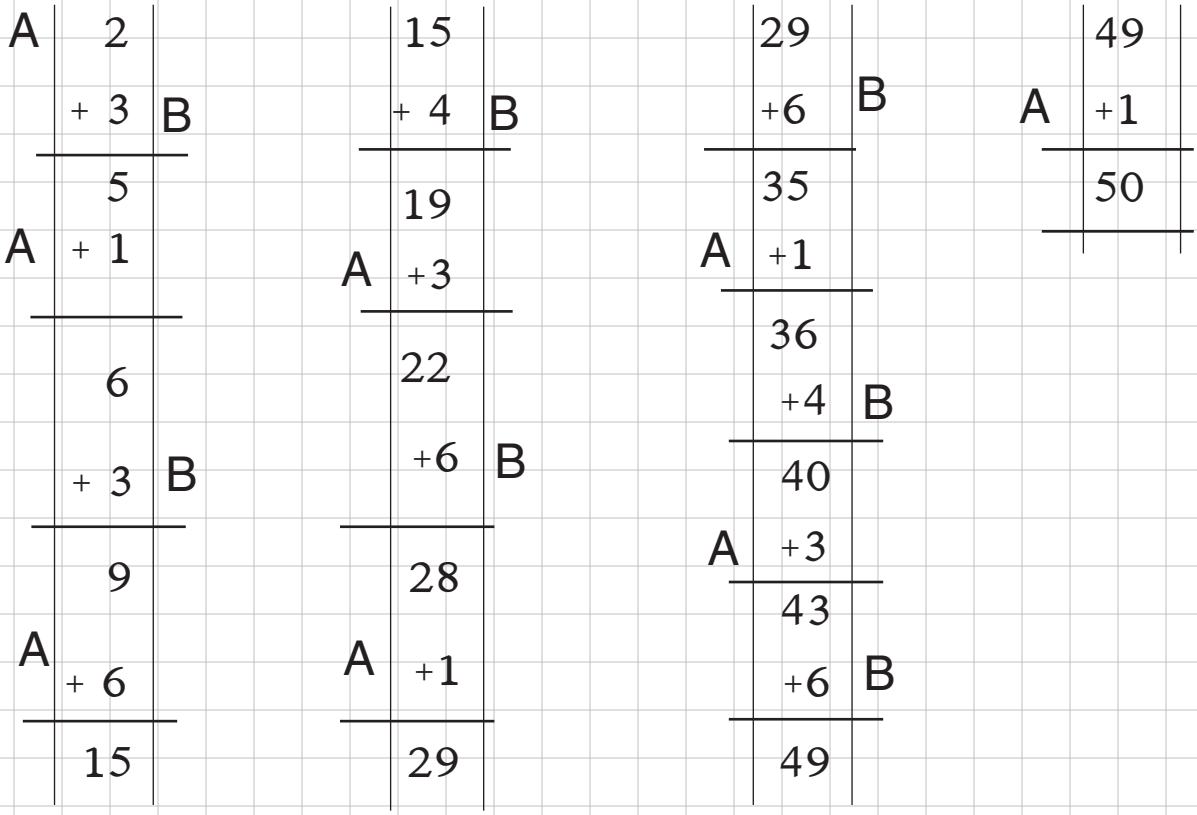


Let's Play

Objective : Doing Addition as brain workout.

Procedure : * The team, who reaches first at 50 by using numbers 1, 2, 3, 4, 5, 6 ....., will win.

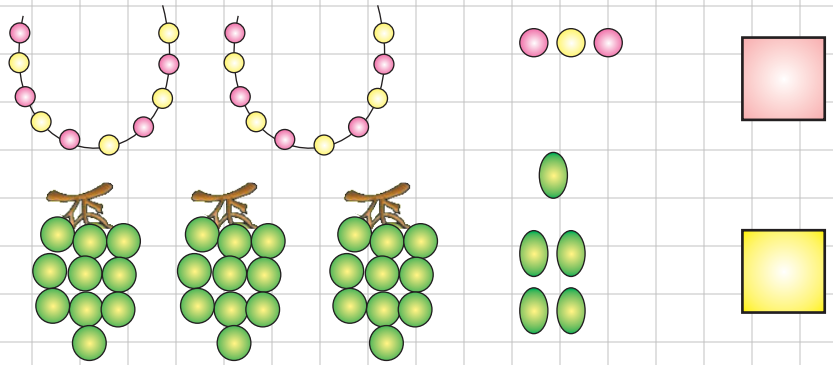
* This game can be played by two students or 2-teams.
* Suppose one team is A and other team is B.
* '**A**' team will start the game and write a number on the blackboard. Then alternatively, it is B's turn, then A's turn and so on..... . This way they will keep writing numbers.



A team will become winner by reaching first at total of 50 like this.

Worksheet

1. Count and Write :



2. Add by Counting forward

16 + 4 = ☐ 23 + 5 = ☐ 33 + 6 = ☐

3 Add :

30 + 8 = ☐ 40 + 7 = ☐ 80 + 9 = ☐

4. Add :

37	49	56
+ 12	+ 30	+ 28

5. Subtraction by backward counting :

26 − 4 = ☐ 44 − 4 = ☐ 57 − 8 = ☐

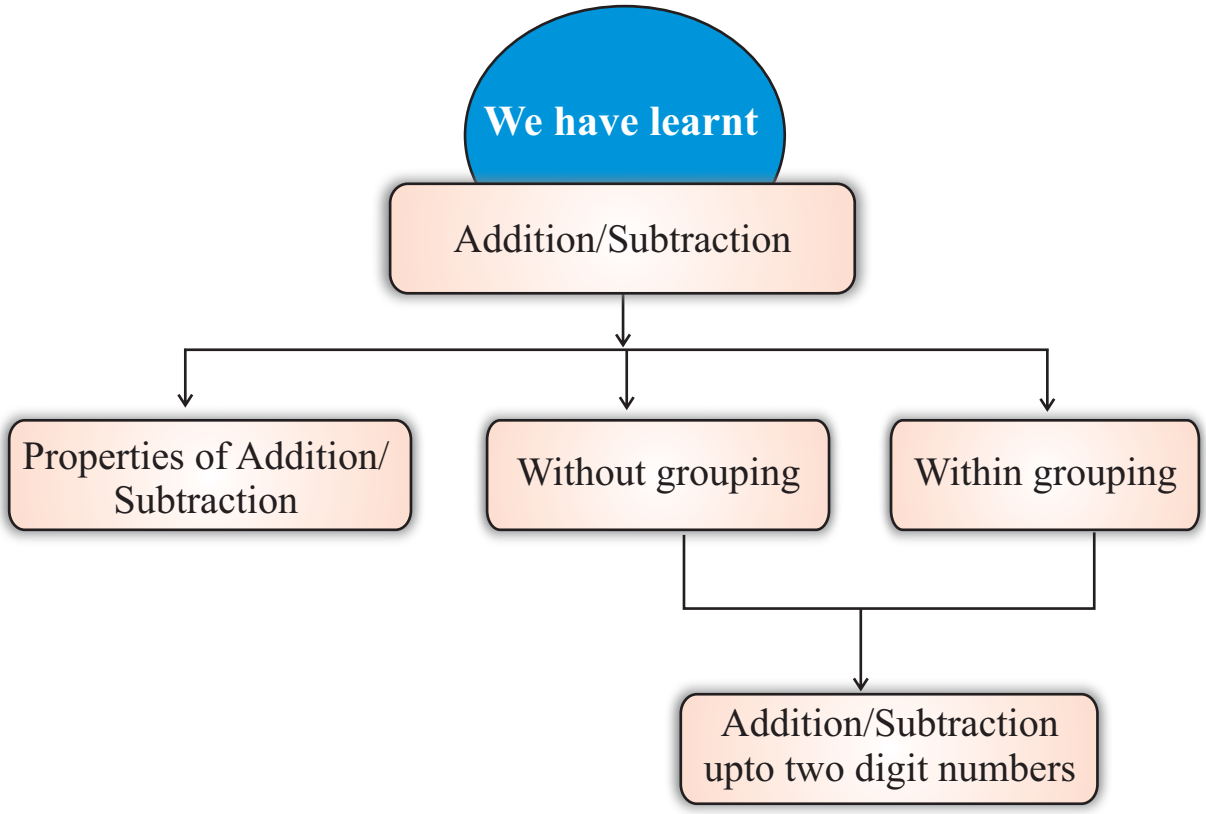
6. Subtract :

3 9	4 7	6 2
− 2 0	−2 7	−4 9

7. Add after splitting a number : 48 + 25

Points to Remember

* There is no change when we add or subtract zero to a number
* Addition-Count forward
* Subtraction-Count backwards
* Sign of Addition '+'
* Sign of subtraction '–'



3 MULTIPLICATION AND DIVISION

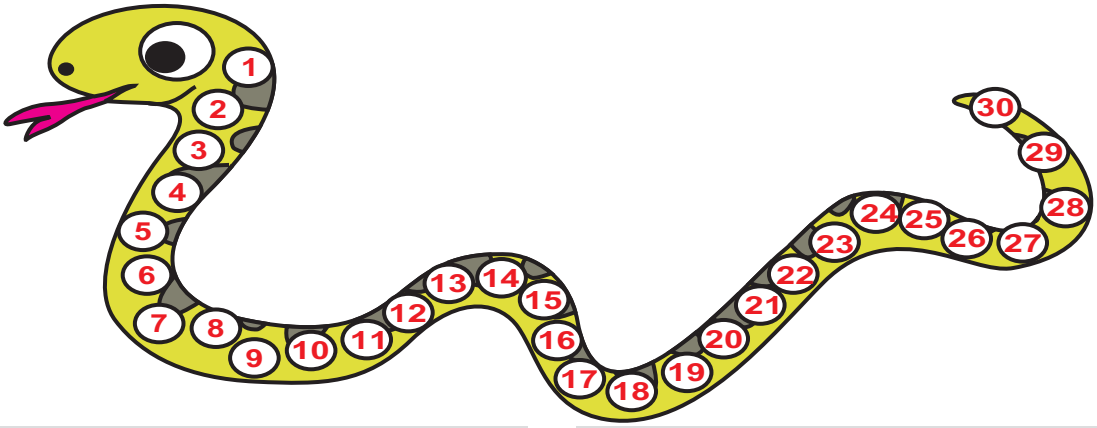
OBJECTIVES

1. To understand how to make groups.
2. To develop Mulitiplication as Repeated addition of a group.
3. To understand the concept of equal sharing.
4. Activities to make equal groups.

Do You Remember

Activity

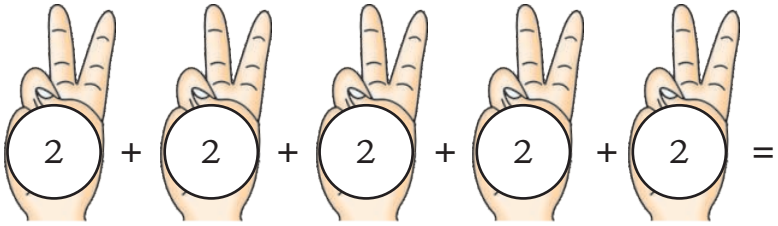
Let us count by jumping two's.



Let's Learn

Grouping by 2-2

Students : Raise two fingers of your hand.



5 times two fingers

2 + 2 + 2 + 2 + 2 = 5 times 2

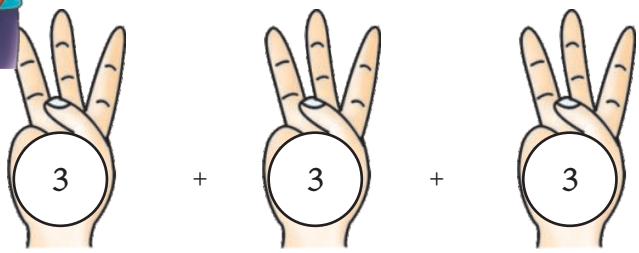
= 5 × 2

= 10

What is this addition of the same number time and again called?

Put sign '×' in place of 'times'
× is called multiplication.

Now, Raise three fingers



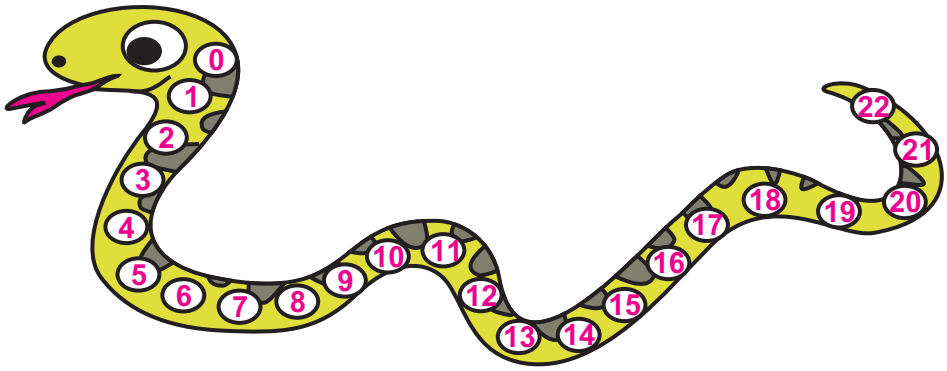
3 fingers 3 times

3 + 3 + 3 = 3 times 3

= 3 × 3

= 9

Let us jump in steps of 3 and 4.

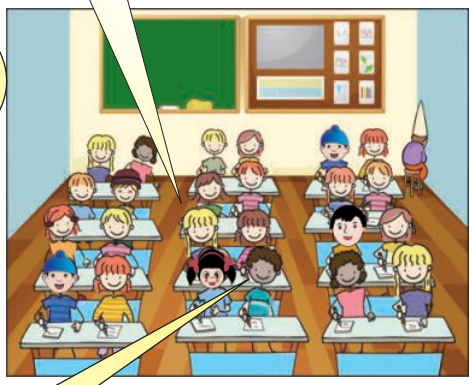


To say Counting in different ways

All children take a jump of 2. Where have they reached? Let us speak together.

2, 4, 6, 8, 10, 12, 14, 16 18, 20

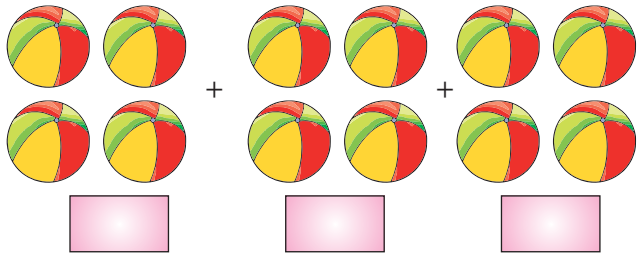
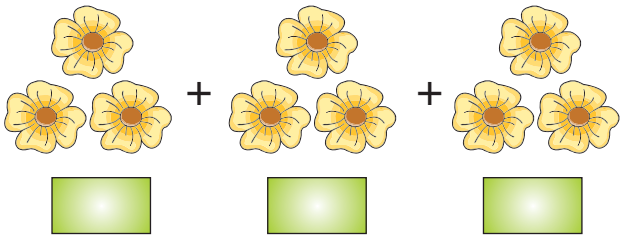
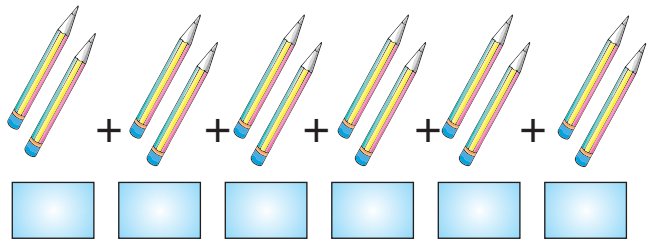
Where have they reached by taking jumps of 3 steps? Let us speak together.



3, 6, 9, 12, 15, 18, 18, 21, 24, 27, 30

Let's Do

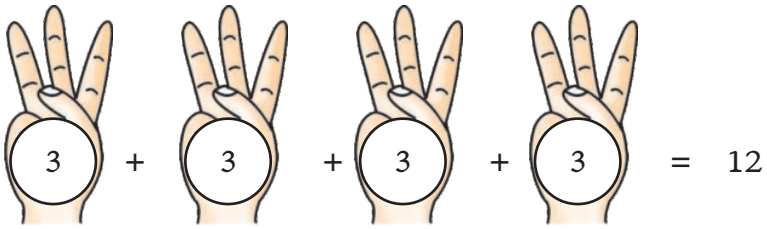
Fill in the blanks **Count and Write**

	= 3 times 4	= 3 × 4
		
		

Add repeatedly and change into Multiplication

4 + 4 + 4 + 4 + 4 + 4 + 4	7 × 4
2 + 2 + 2 + 2 + 2	
3 + 3 + 3 + 3 + 3 + 3	
2 + 2 + 2 + 2 + 2 + 2 + 2	

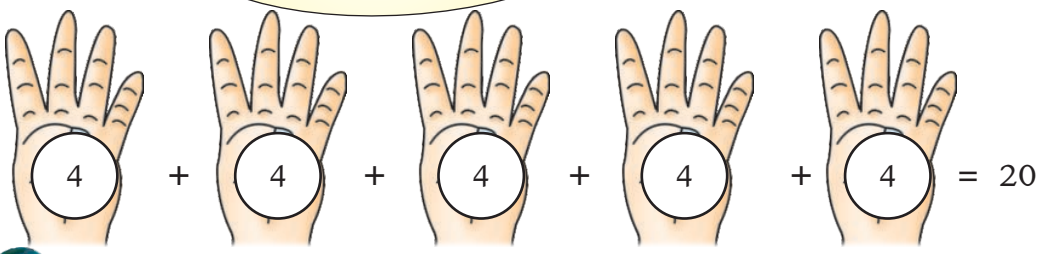
Let's Learn



Three fingers of 4 children means 4 times 3

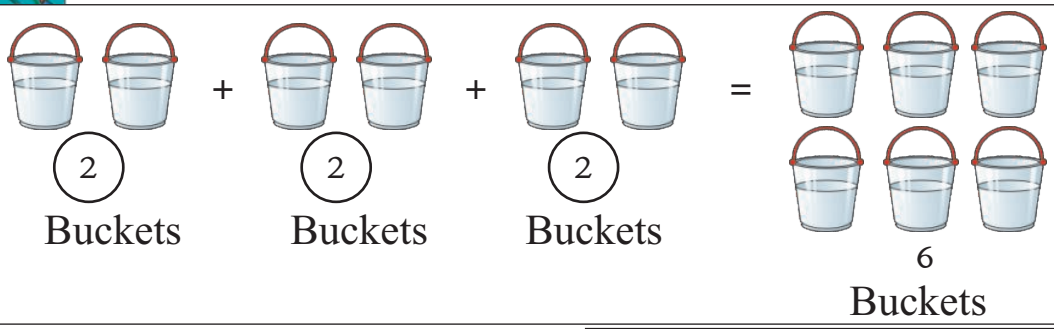
4 times 3 = 4 × 3 = 12

Now the teacher says to five children, to raise 4 fingers of their hand.



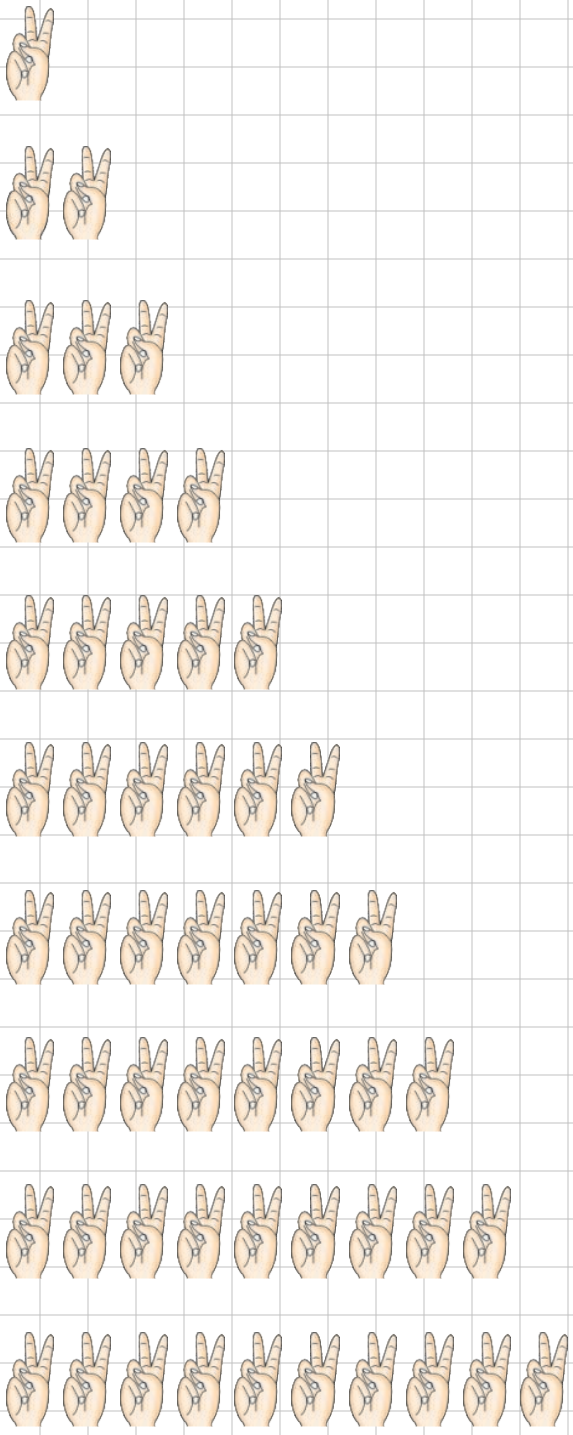
5 times 4

5 times 4 = 5 × 4 = 20



3 times 2 = 3 × 2 = 6

Write according to group of 2



1 times 2 = 1 × 2

2 times 2 = 2 × 2

3 times 2 = 3 × 2

4 times 2=

5 times 2 =

6 times 2 =

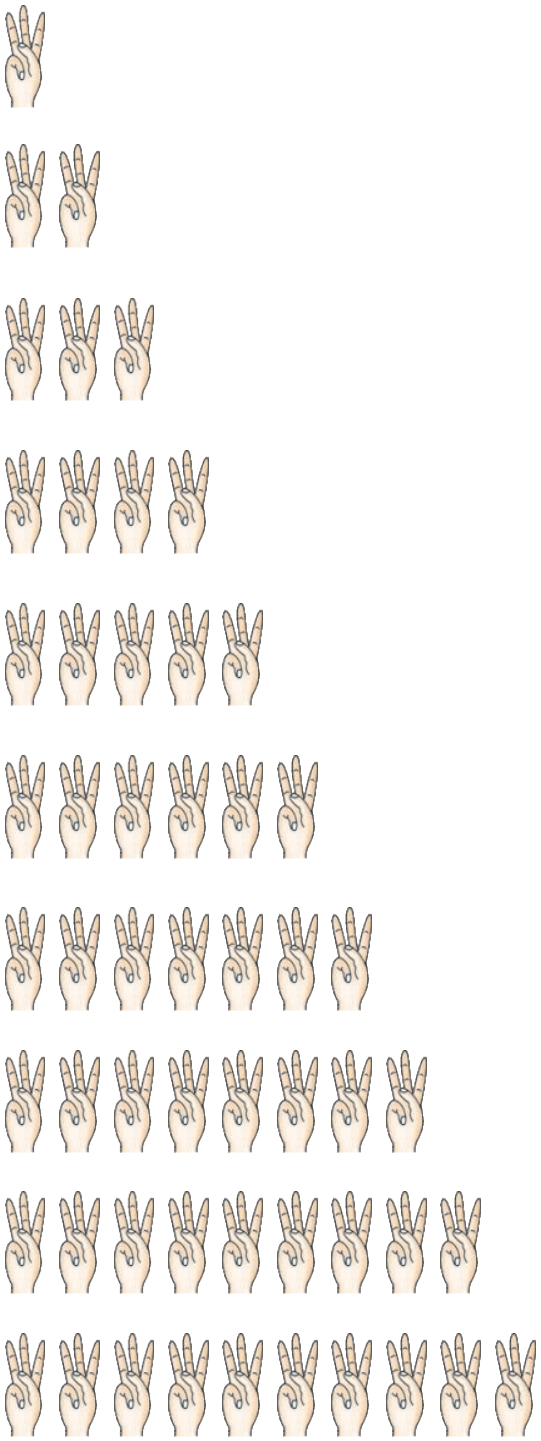
7 times 2 =

8 times 2 =

9 times 2 =

10 times 2 =

Write according to group of 3.



1 times 3 = 1 × 3

2 times 3 = 2 × 3

3 times 3 = 3 × 3

4 times 3 =

5 times 3 =

6 times 3 =

7 times 3 =

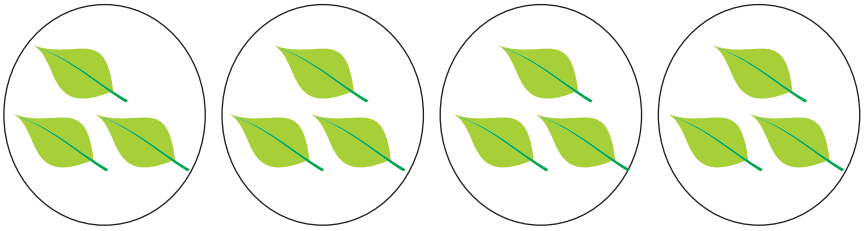
8 times 3 =

9 times 3 =

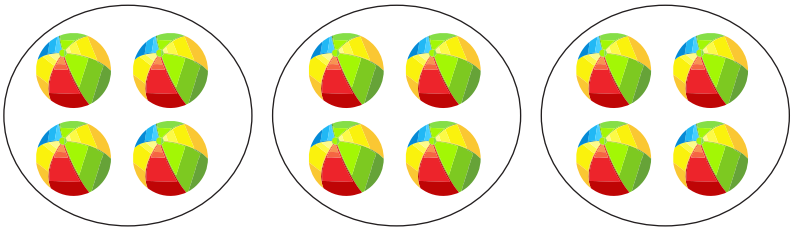
10 times 3 =

Let's Do

1. Add repeatedly and change into the multiplication fact.



□ + □ + □ + □ = □ x □



□ + □ + □ = □ x □

2. Add and change into multiplication fact.

3 + 3 + 3 + 3 + 3 = □ x □

5 + 5 + 5 + 5 = □ x □

6 + 6 = □ x □

2 + 2 + 2 + 2 + 2 + 2 = □ x □

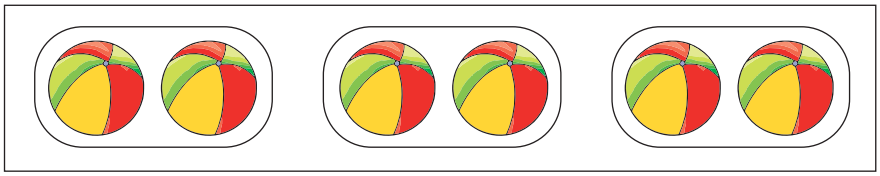
1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 = □ x □

Let's Do

Let us make groups of 2

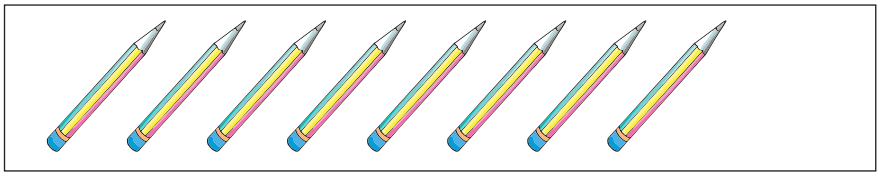
How many groups are made?

(i)



3

(ii)



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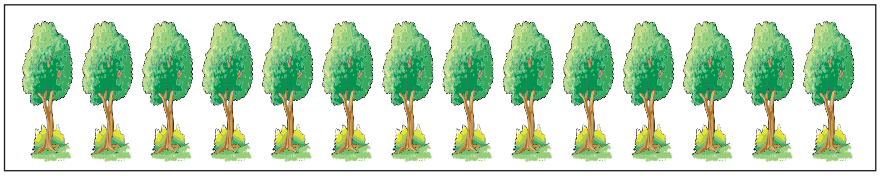
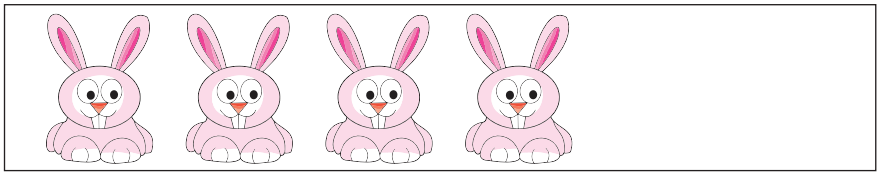


(iv)

(v)



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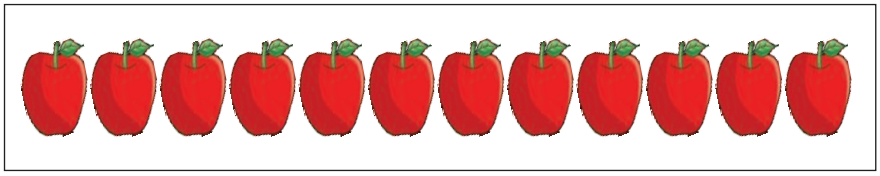

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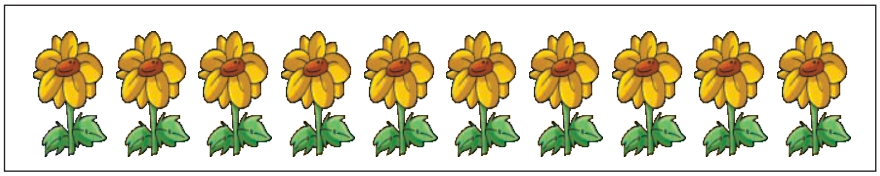
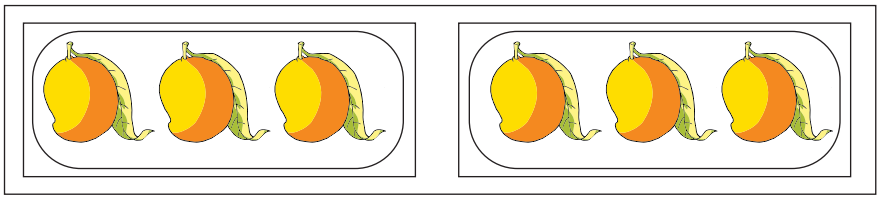


Let us make groups of 3

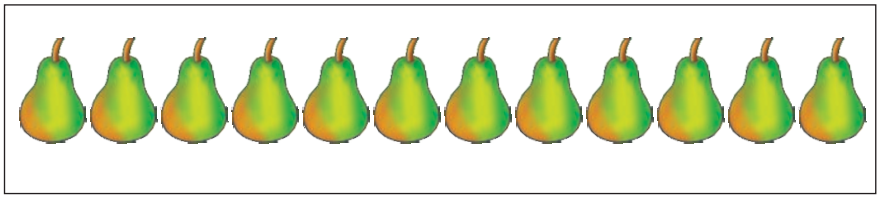
How many groups are made?

(i)

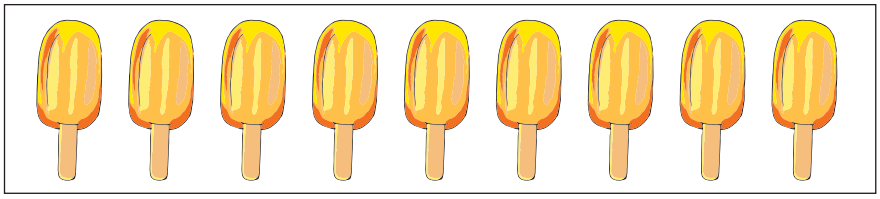


2

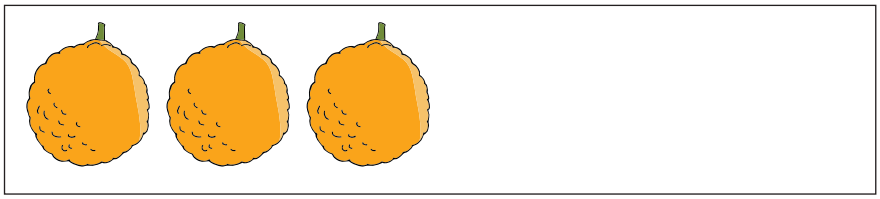
(ii)



(iii)

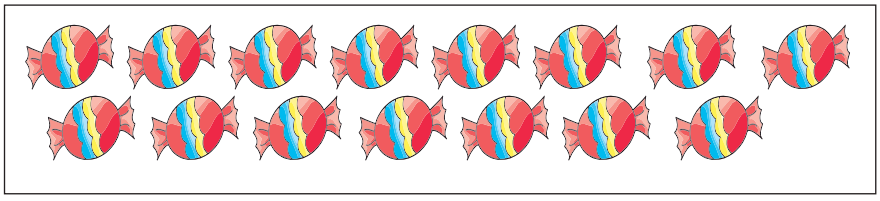


(iv)

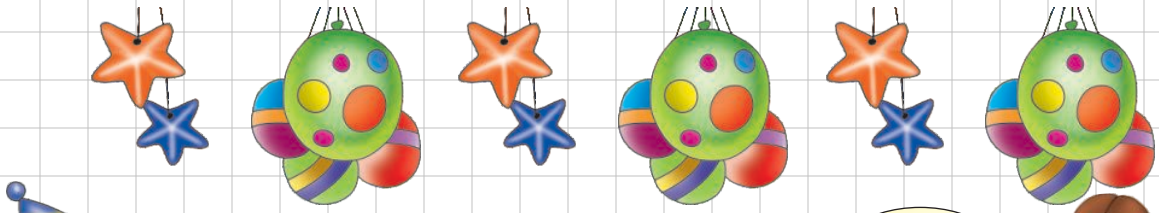


(v)

(vi)



Birthday of Raman



Today is my birthday. I have brought toffees for my friends.

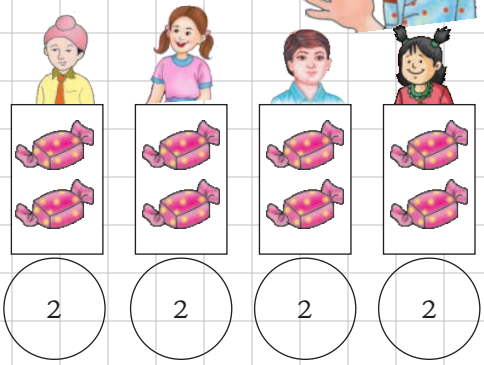
Today is Raman's birthday.

How many toffees do you have, Raman?

8 toffees, I have to give to my 4 friends

Yes (Ji)

Ok, you want to distribute toffees equally to your 4 friends.



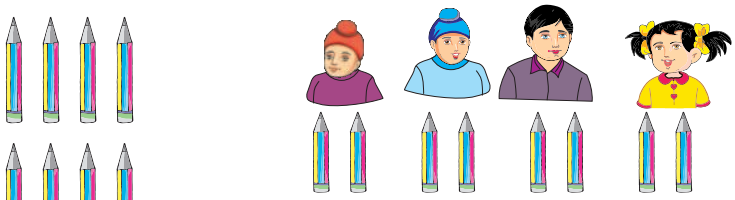
Everyone gets 2 toffees

The sign of Division is '÷'

Let's Learn

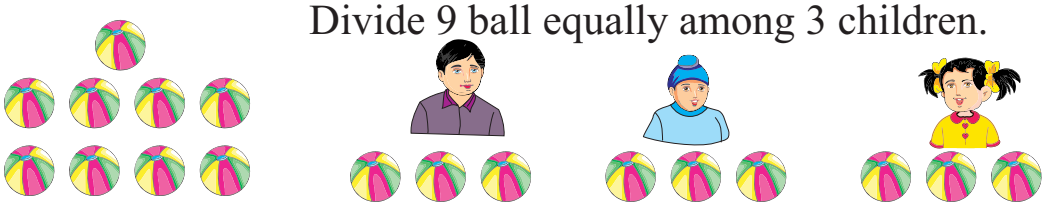
Divide Equally

Divide 8 pencils equally among 4 children.



8 ÷ 4 = 2

Divide 9 ball equally among 3 children.



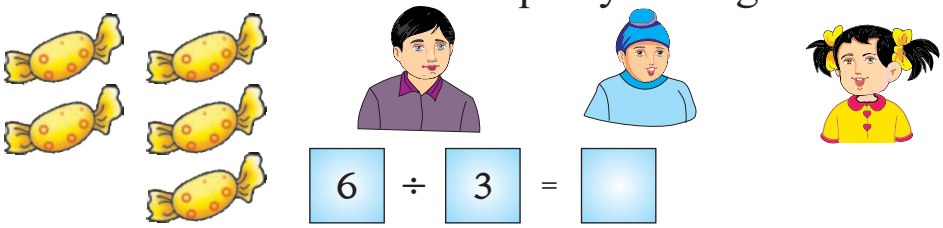
9 ÷ 3 = 3

Let's Do

Divide 10 beads equally into 2 strings.

10 ÷ 2 = ☐

Divide 6 toffees equally among 3 children.



6 ÷ 3 = ☐

Note for Teachers

Method to divide equally is called 'Division'. The sign of division is '÷'

Worksheet

1. Add and write in terms of multiplication fact.

2 + 2 + 2 + 2 + 2 + 2 = ...times.....

3 + 3 + 3 + 3 = ...times.....

4 + 4 + 4 + 4 + 4 = ...times.....

2. Write in terms of multiplication.

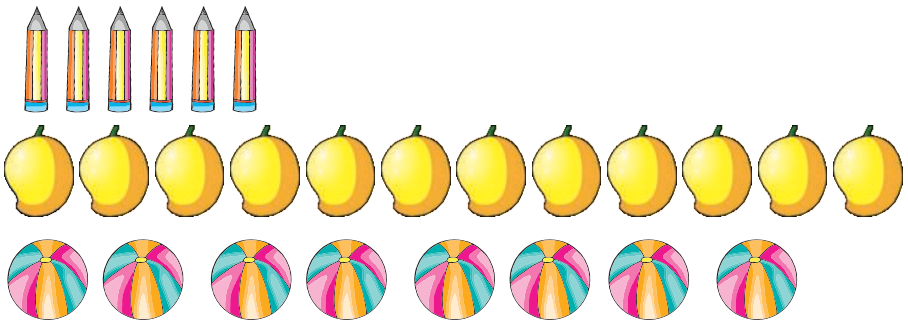
5 times 2 = ☐ × ☐

4 times 3 = ☐ × ☐

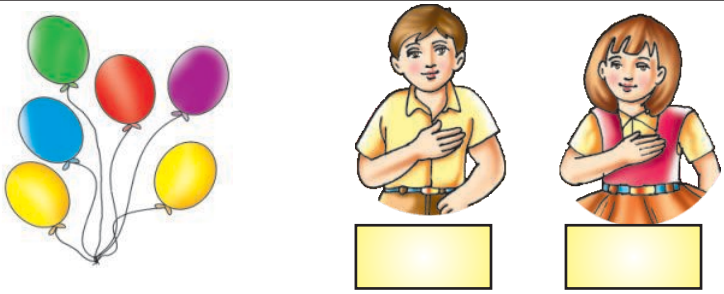
3 times 4 = ☐ × ☐

6 times 2 = ☐ × ☐

3. Make groups of 2-2 and tell the number of pairs.

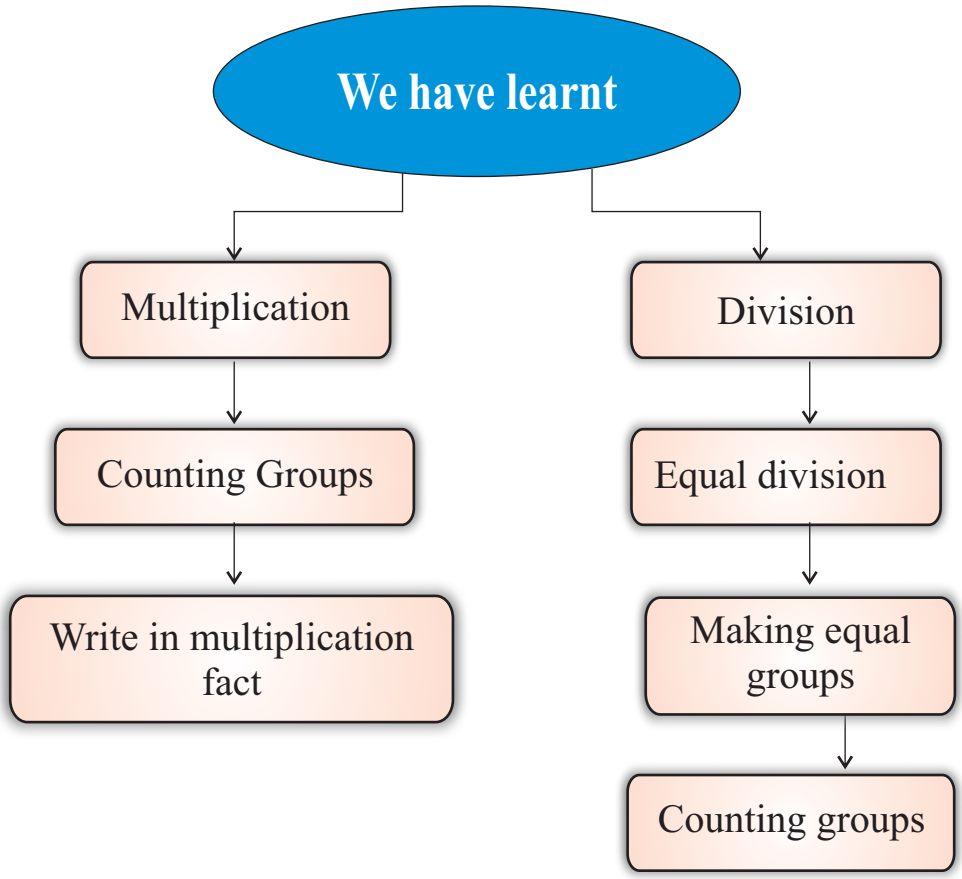


4. Divide gives balloons equally between two students.



Points to Remember

* The sign of multiplication '×'
* The sign of division '÷'



4 MONEY (CURRENCY)

OBJECTIVES

1. Identification of currency used in our daily life-Notes and coins.
2. Collecting amount of money.
3. Using 3-4 currency notes for business purpose.

Do You Remember

Value of Notes and Coins

= ₹ ____

= ₹ ____

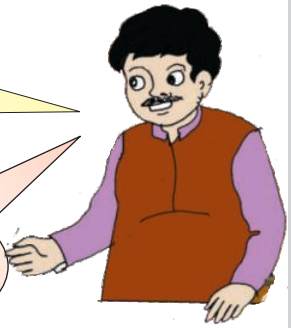
Convert the given value of ₹ into coins

₹25	₹30

Introduction

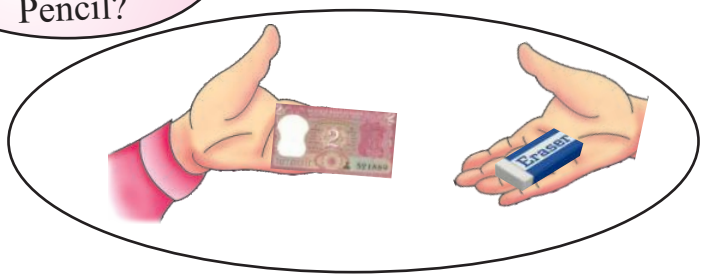
What is the cost of this eraser?

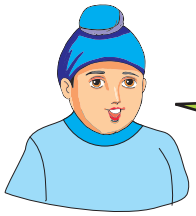
The cost of this eraser is ₹2.



The cost of this pencil is ₹5.

What is the cost of Pencil?





We need to pay money to buy goods from the shop.

It means we need money to buy things.

Do you know that the symbol of Rupee is '₹'

Let's Do

Aman, Khushpreet, Harjot went to the bazar.

Aman bought a copy.	Khushpreet bought a pen.	Harjot bought a book.

How much money did they pay to the shopkeeper?

Aman paid ₹ ..... for a copy to the shopkeeper.

Khushpreet paid ₹ ..... for a pen to the shopkeeper.

Harjot paid ₹ ..... for a book to the shopkeeper.

Let's Learn

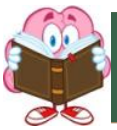
Draw Coins

5 coins of ₹ 1 =

5 coins of ₹ 2 =

Let's Do

4 coins of ₹ 5
2 coins of ₹ 5
2 coins of ₹ 10
5 coins of ₹ 10



Let's Learn

Make a garland of given coins and tell the value of coins in the garland.

Number of ₹1 coins in the garland = 10

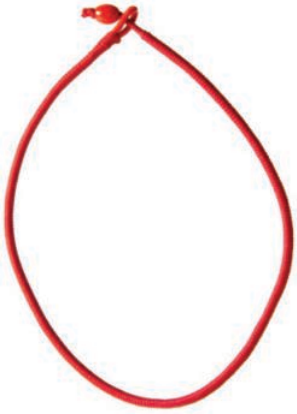
Cost of the garland = ₹1 × 10 = ₹ 10

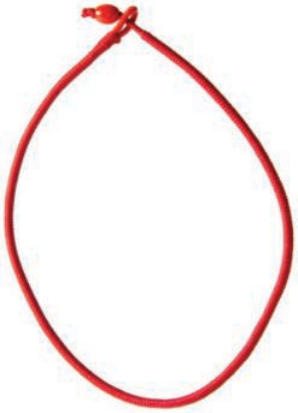
Let's Do

Draw Coins fo your Choice

Number of ₹2 coins in the garland = _____

Cost of garland = _____



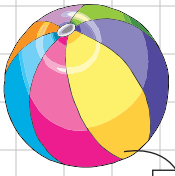


Number of ₹5 coins in the garland = _____

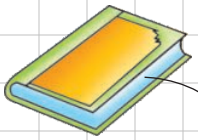
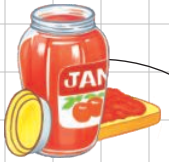
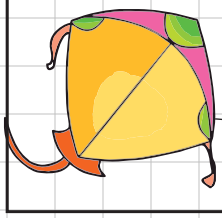
Cost of garland = _____

Let's Learn

Convert the given value of ₹ into notes & coins.

 ₹ 25	
₹ 25	

Let's Do

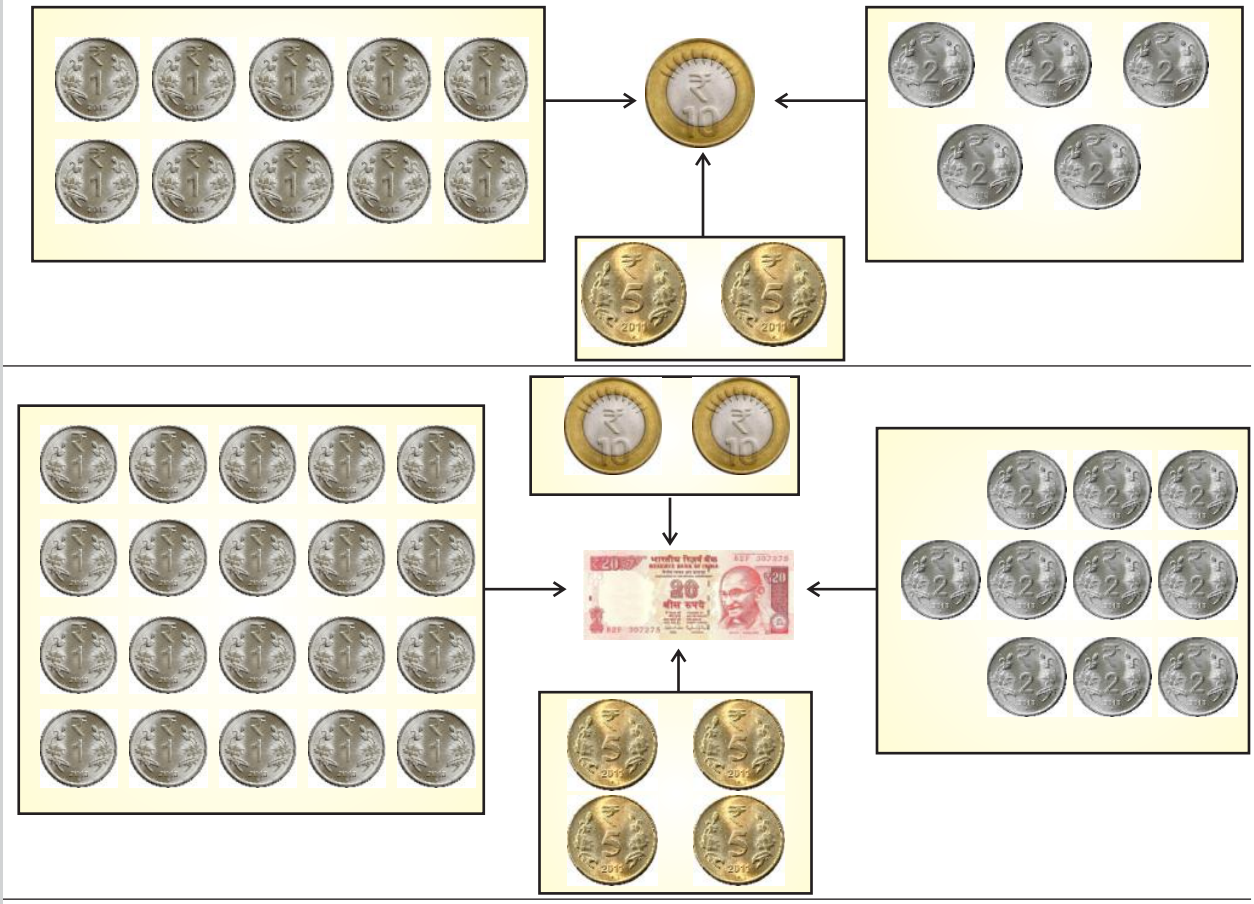
 ₹ 240	
 ₹ 65	
 ₹ 12	

Note for Teachers

Teacher would encourage the students to convert value of given things using different denomination.

Let's Learn

Convert the small coins into currency notes/coins of greater value



Practical Activty

Take a piece of paper and cut into shapes of different currency notes. Write the value of each note on it and paste over here.

Let's Learn

Let us exchange currency notes of greater value into currency notes of smaller value.

Let's Do

Convert a ₹100 note into currency notes of ₹10 each

Convert a ₹50 note into coins of ₹ 10 each

Convert a ₹20 note into currency notes of ₹ 5 each

Convert a ₹ 10 note into coins of ₹ 2 each

Make an amount of ₹20 from the coins of ₹10, ₹5, ₹2 and ₹1.

Let's Learn

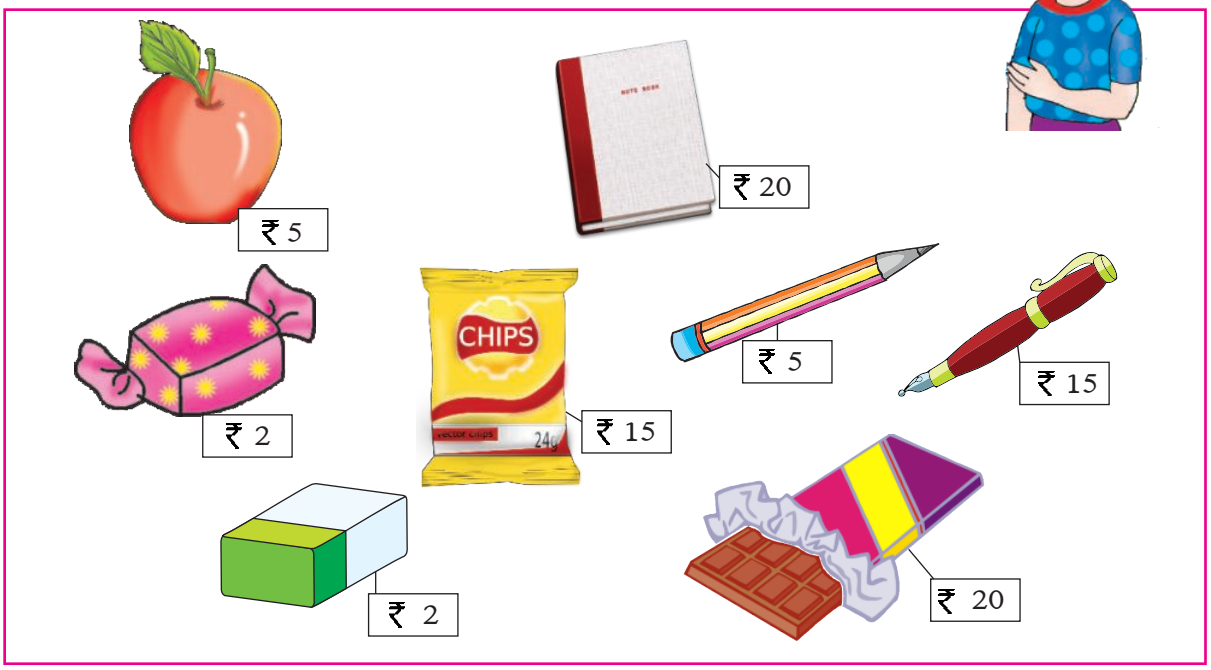
Put a Tick (✓) for the greater value of money in the given choices

☐	☑	☑	☐
☐	☑	☑	☐

Let's Do

☐	☐	☐	☐
☐	☐	☐	☐

Write the value of items purchased using the given price of each item



Apple + Toffee

₹ 5 + ₹ 2 = ₹ 7

Chocolate + Eraser

₹ 20 + ₹ 2 = ₹ 22

Let's Do

Toffee + Eraser

₹ ☐ + ₹ ☐ = ₹ ☐

Toffee + Pen

₹ ☐ + ₹ ☐ = ₹ ☐

Pen + Pencil

₹ ☐ + ₹ ☐ = ₹ ☐

Chocolate + Pencil

₹ ☐ + ₹ ☐ = ₹ ☐

Pen + Chocolate

₹ ☐ + ₹ ☐ = ₹ ☐

Chips + Eraser

₹ ☐ + ₹ ☐ = ₹ ☐

Chips + Copy

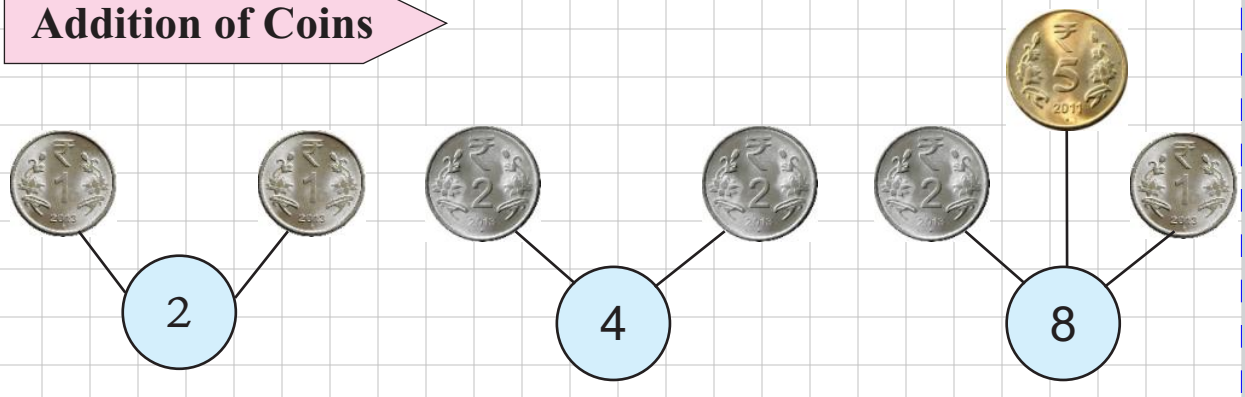
₹ ☐ + ₹ ☐ = ₹ ☐

Pen + Pencil

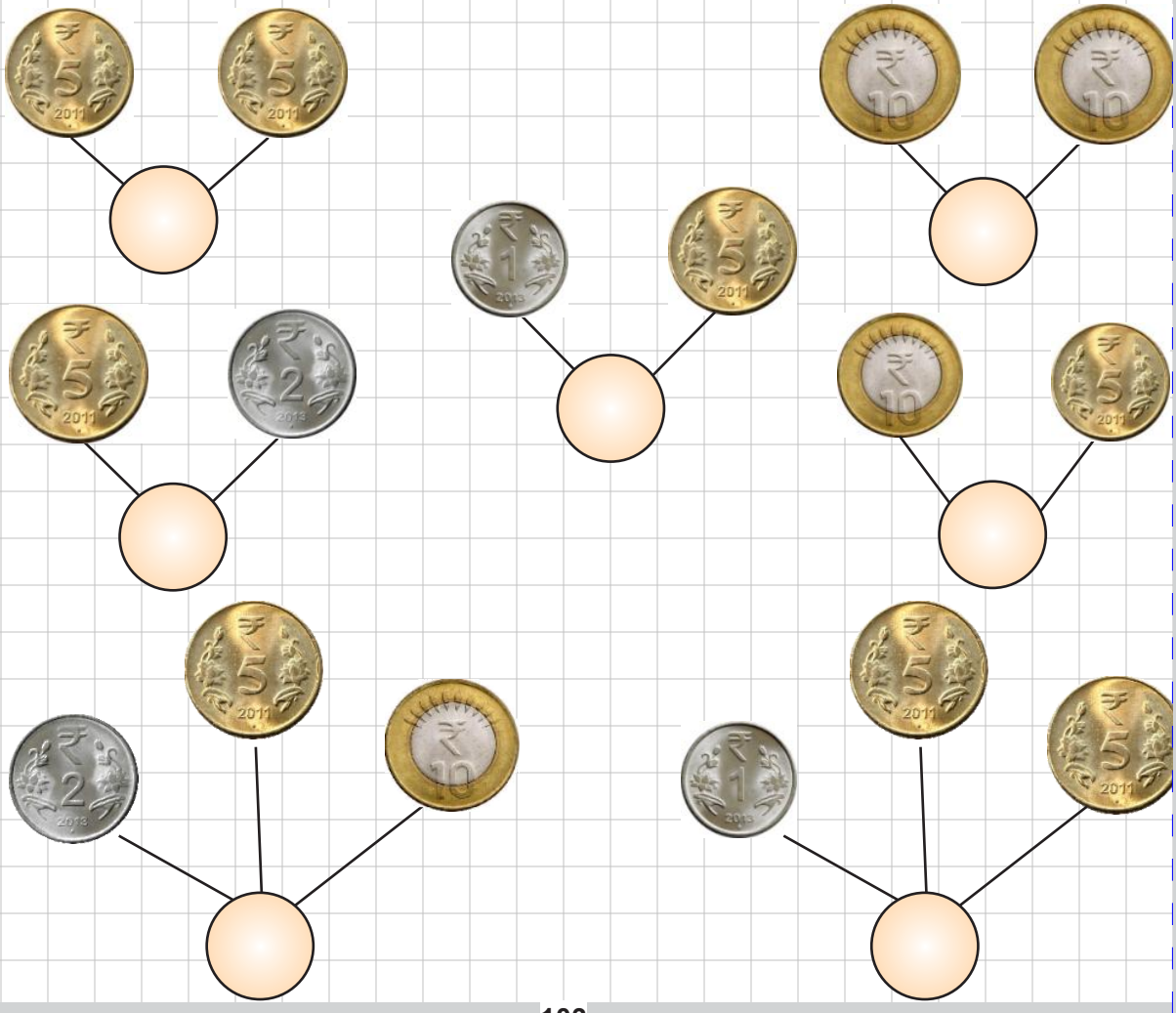
₹ ☐ + ₹ ☐ = ₹ ☐

Let's Learn

Addition of Coins



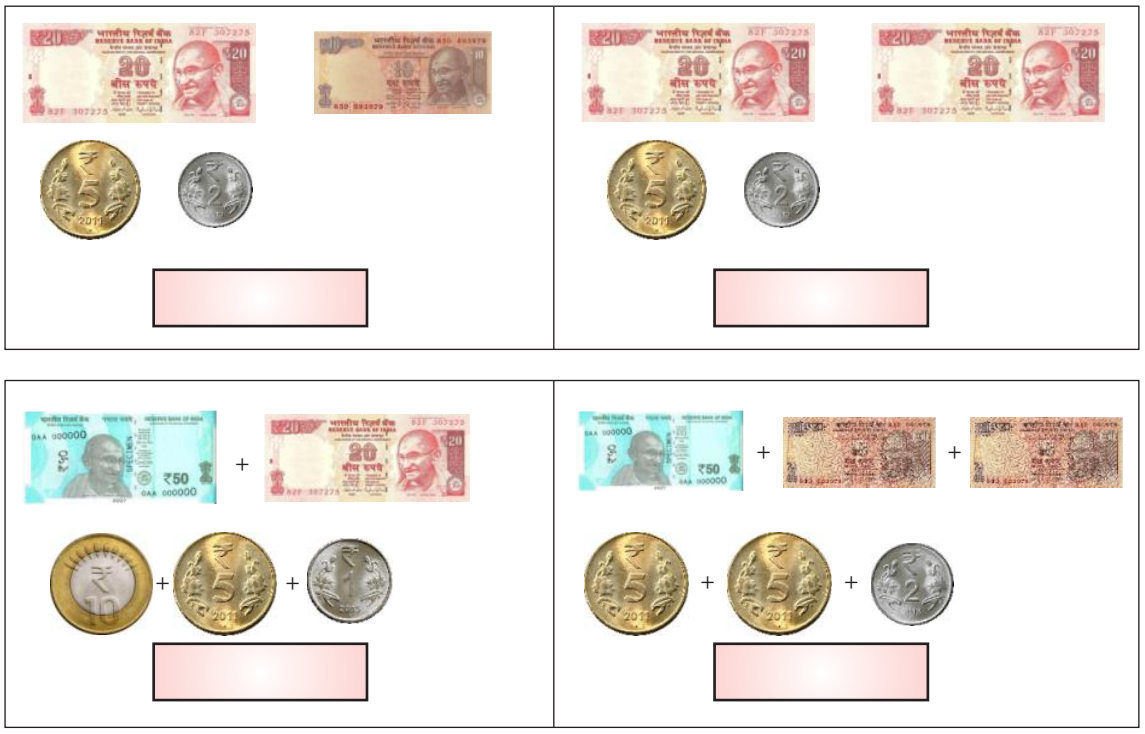
Let's Do



Worksheet

1. Count and Write

2. Put a tick (✓) in the box for the greater value of money from the given choices.



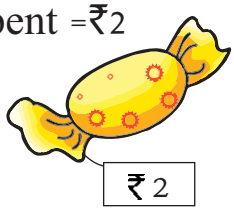
3. Put a tick (✓) for correct value of coins for the givev value of money.

Sum of 2 coins is ₹7

Sum of 2 Coins is ₹15

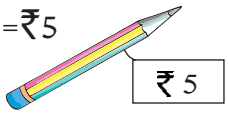
4. Simran bought different things from the shopkeeper as shown in the given pictures. She had money as shown in the picture. How much money is left with her after buying the things?

Amount spent =₹2



Amount Left = ...

Amount spent =₹5

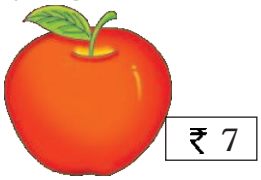


Amount Left = ...

Amount spent = ₹10

Amount Left = ...

Amount spent = ₹7

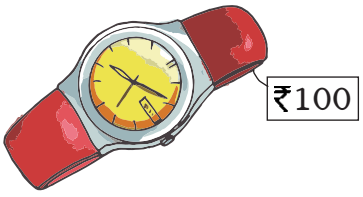


Amount Left = ...

Amount spent =₹25

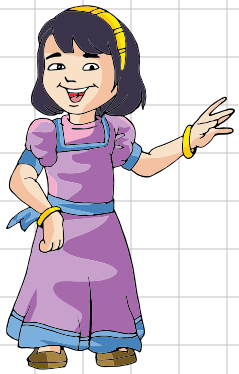
Amount Left = ...

Amount spent =₹100



Amount Left = ...

5. Answer the following questions :



Pari

Gurfateh Singh

* How much amount of money does Pari have? _____
* How much amount of money does Gurfateh have? _____
* Who has more amount of money? _____
* How much more amount of money is there ? _____

6. Convert the bigger value of currency notes/coins into smaller ones.

7. Convert the given amount into currency notes and coins.

₹ 47	
₹ 28	

Practical Activty

Preparing coins and notes with the help of cardboard and papers.

Material Required- Cardboard, paper, coins, pencils.

Procedure-

1. Keep a coin under the paper.
2. Hold the paper tightly.
3. Rub pencil or colours on the coin surface under the paper.
4. The picture of coin will get imprinted on the paper.
5. Cut out the printed coin and paste it on cardboard and cut the piece of cardboard into shape of a coin.

Take a rectangular shaped paper and cut it into the shape of currency notes and prepare notes using colours.

Note for Teachers

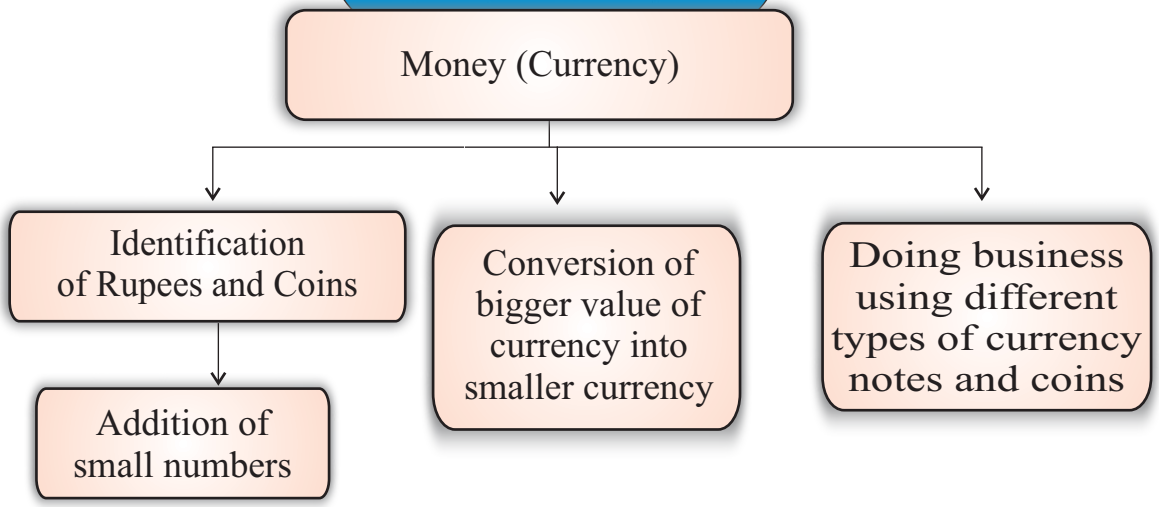
In a role play activity, give the role of a shopkeeper and buyers to different students and let them pose as stationary, fruits and toys sellers and buyers. Students wil use currency notes and coins prepared by them to buy things.

Two rupees are greater than one
Five rupees are greater than two really
Five plus five equals ten
Ten plus ten equals twenty
Fifty are greater than twenty
Think what makes it fifty
Fifty plus fifty equals hundred
Learn it by heart really.

Points to Remember

Indian currency (Money) includes rupees and paise.

We have Learnt.



5 SHAPES

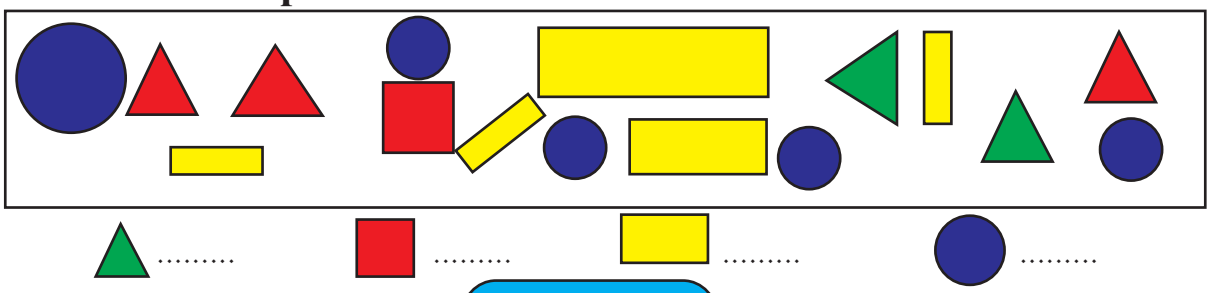
OBJECTIVES

1. Recognise different things around us and be able to classify them according to their characteristics.
3. Recognise cube, cylinder, cone and sphere by their names.
2. Recognise circle, square, rectangle and triangle by their names.
4. Recognise these shapes around us.
5. To draw different lines and understand the difference as well.
6. Recognise things from their shadows.

Do You Remember

1. Choose triangles/quadri-angles/circular things from the following shapes. Mark (✓) on triangle, (×) on quadri-angle and mark circle (O) on the circular objects.

2. **Choose similar shapes and count and write against the places in front of the pictures.**



....

Activity

Identification/Recognition of two dimensional shapes and knowledge of their characteristics.

Gurcharan sir entered in the class with a bag today. All student are watching the bag with excitement. They are thinking what in that bags is

Gurcharan sir kept the bag on the table and said to the children, "We will play the game of shapes today." Every child will close his eyes and take things from the bag one by one and will describe the shape by touching it.

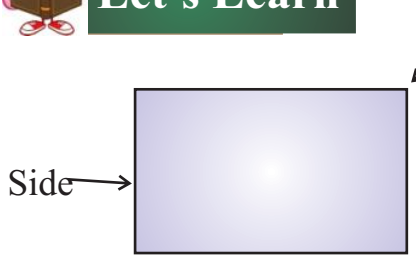
Jasveer's turn came first. She closed her eyes put her hand in the bag. She touched all the faces of the object and said, "It has no corner, so it is a circle." On hearing this, all children clapped.

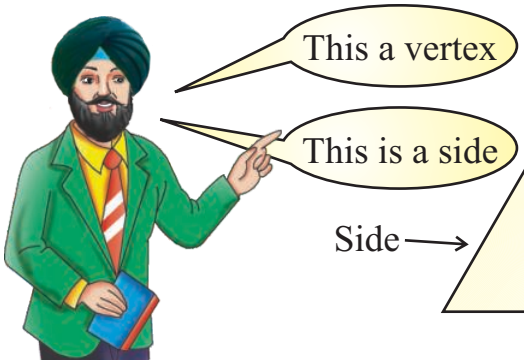
Joban came next. He put his hand in the bag, he touched the object. He said, "It has three corners, so it is a triangle." On hearing this, children clapped again. In this way game continued.

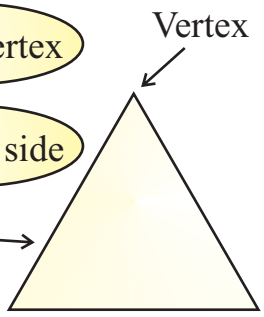
Note for Teachers

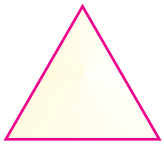
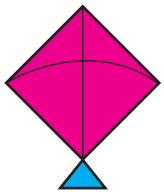
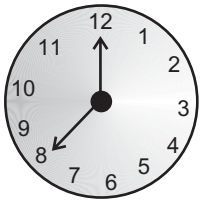
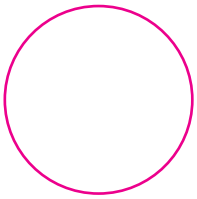
Teacher will put shapes of triangle, square and rectangles in the bag which are made with cutting of cardboard and activity will be conducted by him/her.

Let's Learn



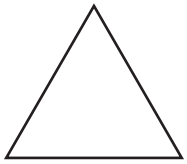




Object	Shape	charactertistics
		A triangle has three sides and three vertices.
		A square has four sides and four vertices.
		A rectangle has four sides and four vertices.. Opposite sides are equal.
		A circle has no side and no vertex.

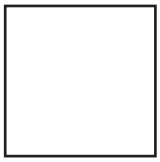
Let's Do

Write the number of sides and vertices of the shapes given below :



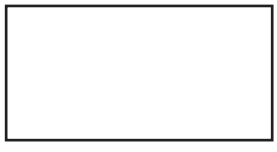
Sides .....

Vertices.....



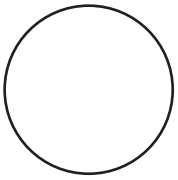
Sides .....

Vertices.....



Sides .....

Vertices.....

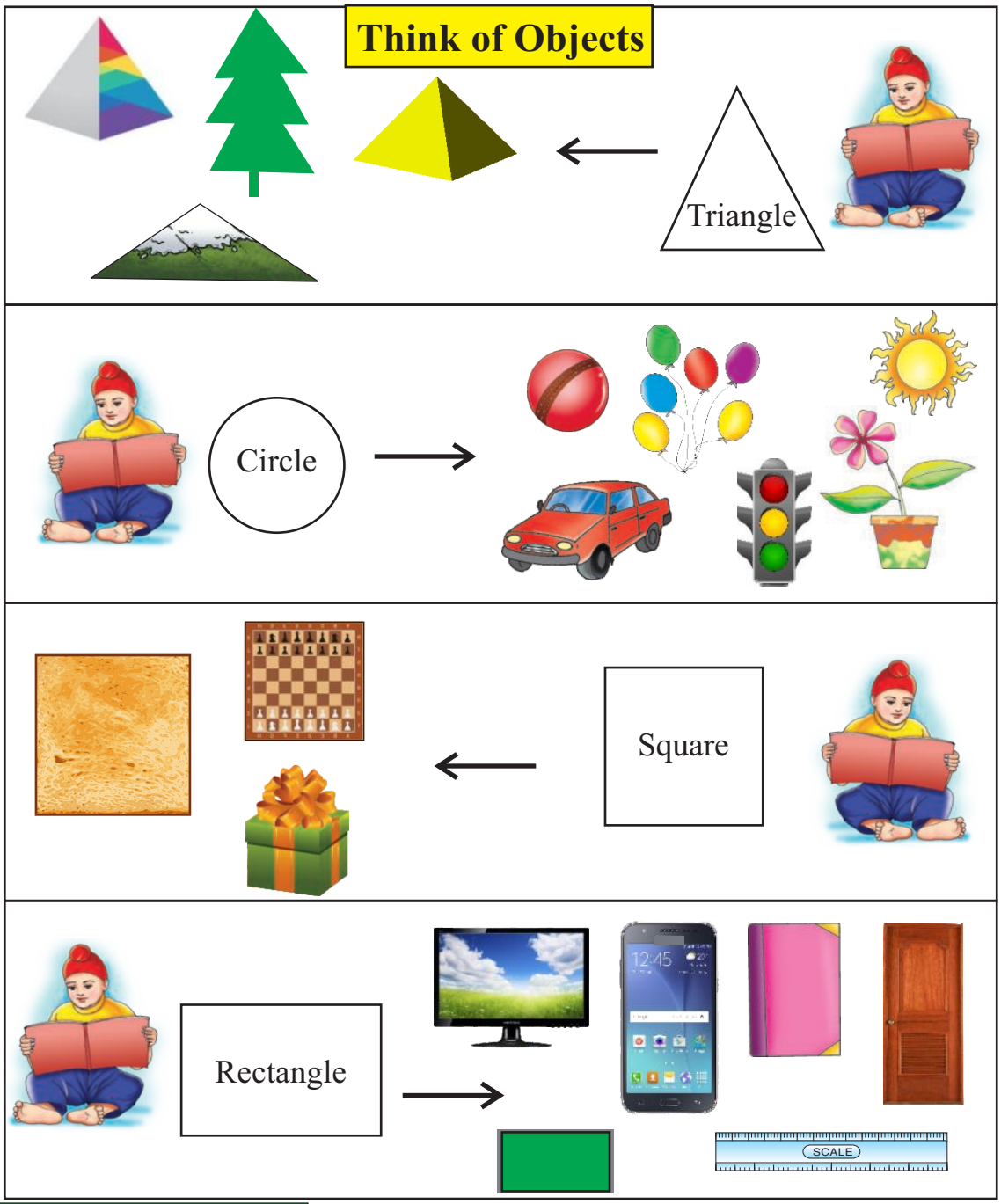


Sides .....

Vertices.....

Recognition of shapes of the objects of daily life.

Show colour and show the picture in such a way that the shape is clearly visible to the students.



Note for Teachers

The teacher will explain the difference between a square and a rectangle. He will tell that the sides of a square are equal and opposite sides of a rectangle are equal.

Curve and Straight Lines

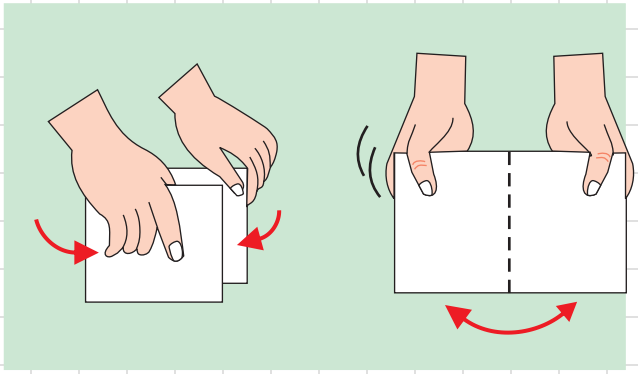
Which way would you choose for going from home to school?

Home

School

Straight Lines

if we fold a paper and make a crease, a straight line is formed at the crease when we unfold it.



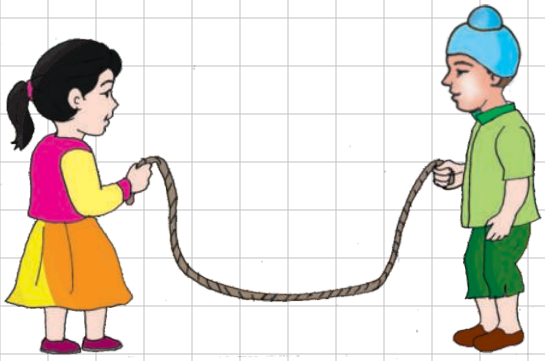
Similarly when we stretch a thread from both ends, we get a straight line.

There are many types of straight lines

Vertical Line Horizontal Line Transversal Line

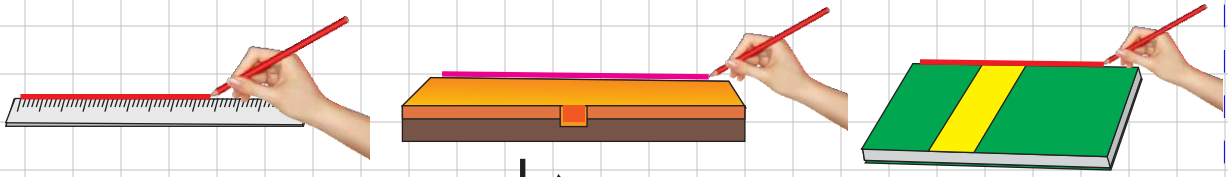
Curved Lines:

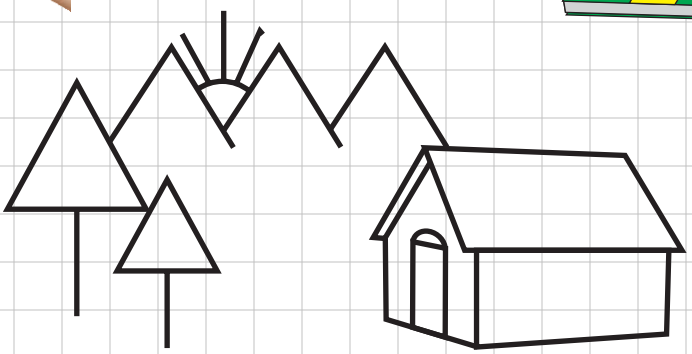
When we hold any rope loosely, we get a curved line.



To Draw a Line :

We can draw lines with a scale or along edges of any straight objects like copy, geometry box etc.





Transversal Lines :..... Straight Lines :.....

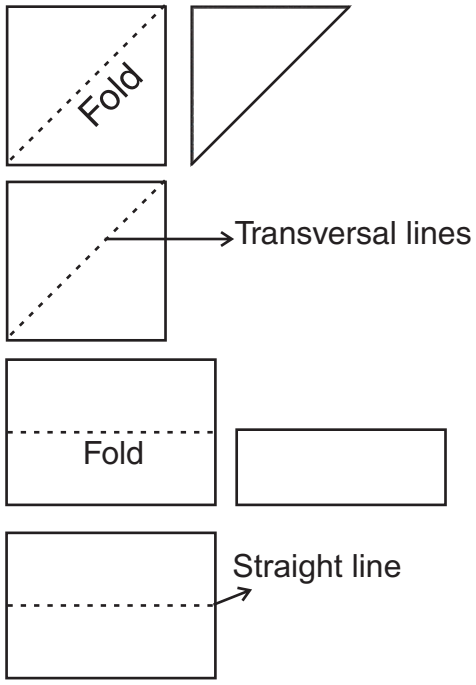
Curved Lines : ..... Vertical Lines : .....

The teacher draws straight and curved lines on blackboard or on sand before asking the students to draw in their note-books.

Activity

The teacher will clarify a horizontal line, vertical line and transversal line by folding a paper. Take a square paper. Fold it diagonally. Now unfold it. The crease formed on the paper is representing a transversal line.

Now take another square aper and fold it along the middle. Now unfold it. The line/crease thus formed is a horizontal line.



Activity

Different Three Dimensional Shapes

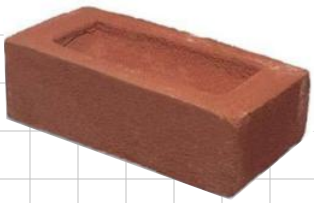
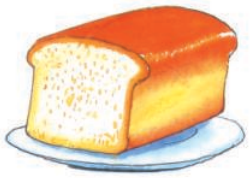
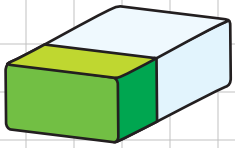
Left Hand	Right Hand
Chalk box	Hankerchief
Brick	Chart Paper
Ball	Chapatti
Cone	Hanger

Note for Teachers

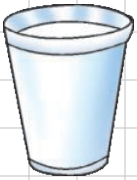
The teacher well hold different objects in his left hand and right hand and will ask the students to differentiate the shapes.

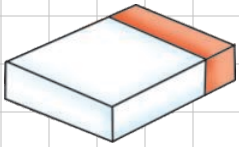
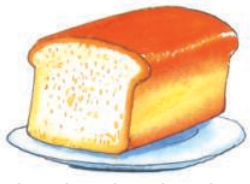
Let's Do

2. Choose cube and cuboid from the following shapes and write the name of the shapes.

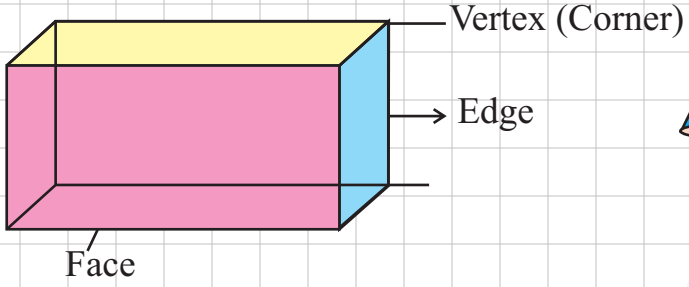




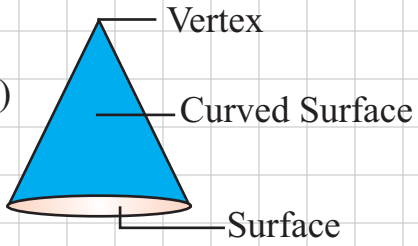
3. Identify the following shapes and write their name.

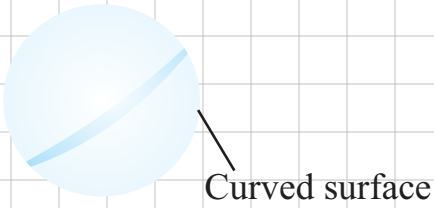


Faces, Edges and Vertices



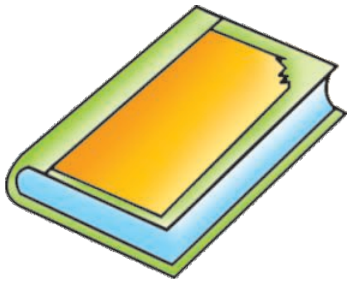




Name of Solid Shape	Solid Objects	Faces	Edges	Vertices
Cube		6	12	8
Cuboid		6	12	8
Sphere		1	0	0
Cone		2	1	1
Cylinder		3	3	0

To Draw Plane Figures on the Paper From Solid Figures.

We can draw plane figures from solid figures on the paper. For example we can draw rectangle with the help of notebook. Similarly a square can be drawn with the help a chalk box etc.....



Rectangle

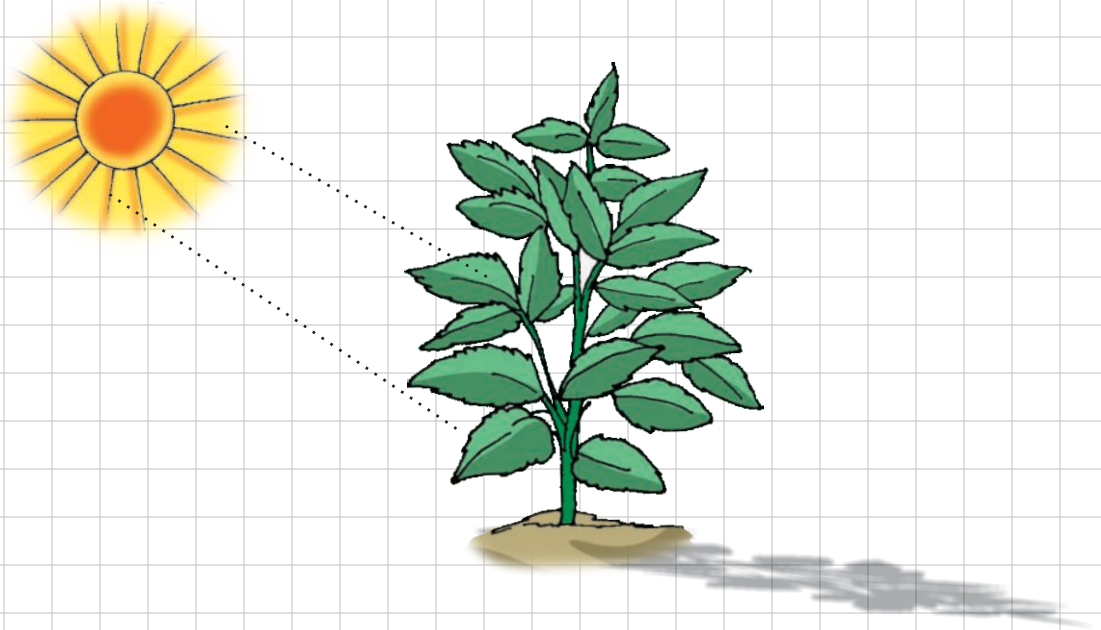
Square

Circle

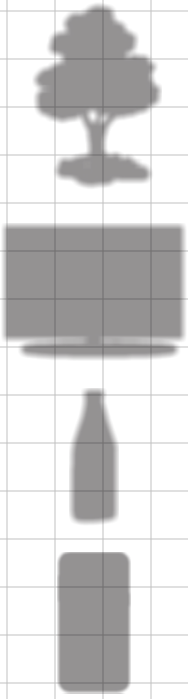
Rectangle

Formation of Shadows

Have you ever seen a shadow? Whenever we stand with out back towards the sun then our image appears in front of us. This is called at shadow. Similarly, a shadow of different objects appears in front of them.



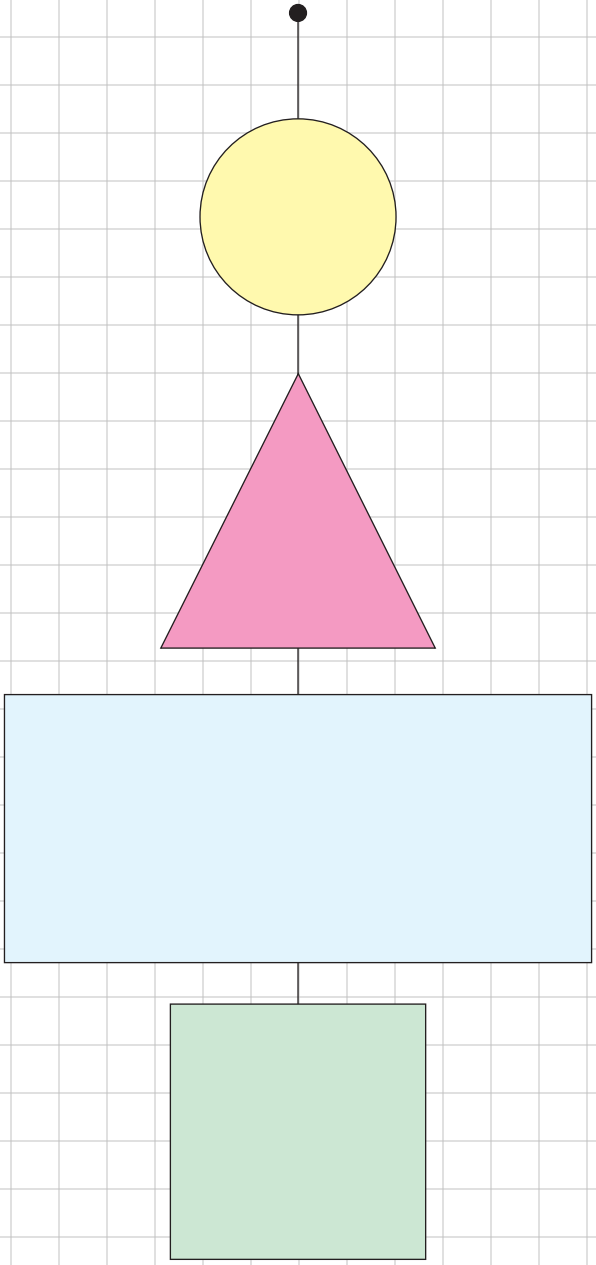
Can you identify shadow of different shapes ? Match the following objects with their shadows.



Let's Do

Make a Hanging

The students will cut shapes in cardboard with the help of the teacher and will decorate them with coloured paper. After that they will thread the shapes together with a thick thread and make a hanging.



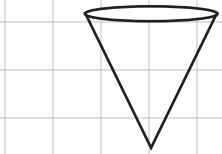
Work Sheet

Fill in the blanks-

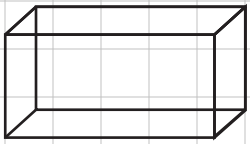
1. If all the faces of an object are same, then it is a ..... (cube/cuboid)
2. An object which has no plane surface but has only curved surface is ..... (sphere, cube)
3. A circle has no ..... line (straight/circular)
4. A triangle has ..... corners. (three or four)

Match and colour them as directed :

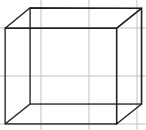
6 plane surfaces, all surfaces equal (green colour)



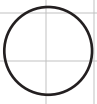
1 curved surface, no edges (blue colour)



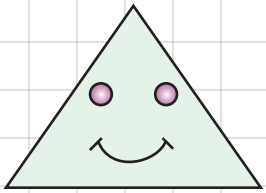
1 plane surface, 1 curved surface, 1 vertex (red colour)



6 plane surface, all surfaces unequal (yellow colour)

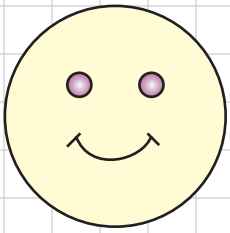


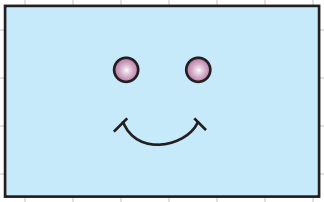
Think and Write:



My sides are .....
My vertices are .....
My name is .....

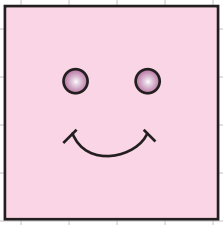
My sides are .....
My vertices are .....
My name is .....





My sides are .....
My vertices are .....
My name is .....

My sides are .....
My vertices are .....
My name is .....



We have Learnt

- Shapes
  - Understanding horizontal, vertical, curvedand transveral lines
  - Understanding of two dimensional shapes
  - Recognition of three dimensional shapes
    - Identification from shades

6 Patterns

Objectives

1. The students will be taught in detail about the concept of patterns and to develop more patterns.
2. The students will be taught to find patterns from figures and numbers with different methods.
3. By observing patterns of numbers students will be taught how to develop new patterns.

Activity

Teacher will explain in detail about patterns and continue the sequence of patterns of previous classes and relate it with things around us. He will motivate them to make patterns. For example, he will call boys and girls of the class one by one and will make patterns as shown below:

boy

girl

Pattern-1

boy girl boy girl boy girl

Pattern-2

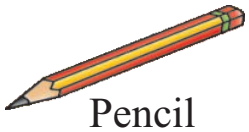
girl girl boy girl girls boy

Pattern-3

boy boy girl boy boy girl boy boy

Activity

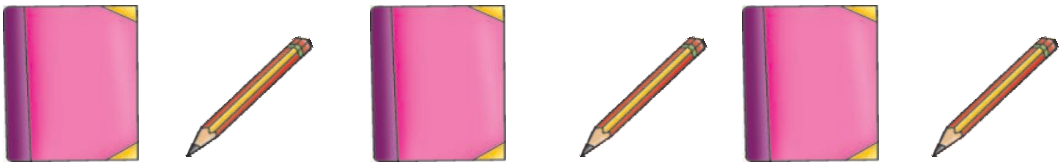
Book



Pencil

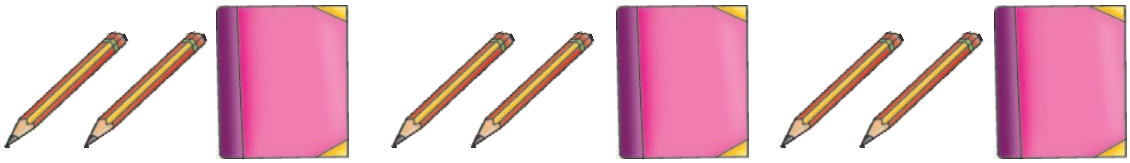
Teacher will teach patterns with the help of books and pencils.

Pattern-1



Pattern-2

Pattern-3



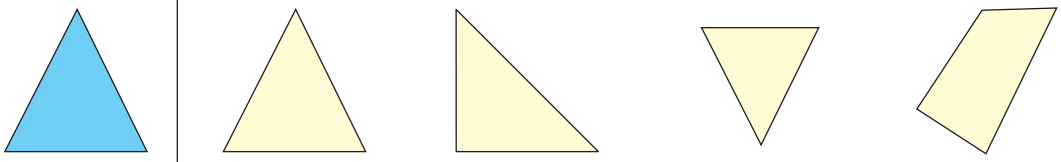
Note for Teachers

Encourage the children to make patterns with the help of pencils, erasers, sharpeners and books etc.

Let's Do

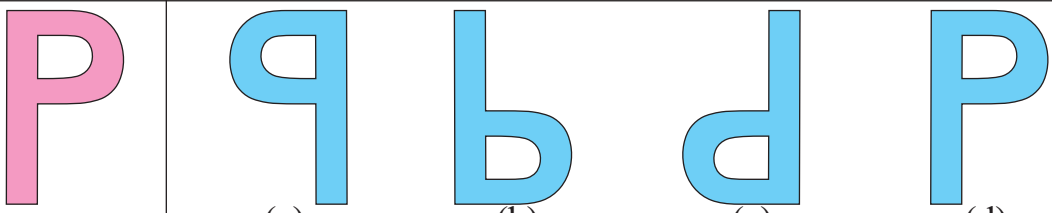
1. Encircle the pictures having same shape and size

(a)



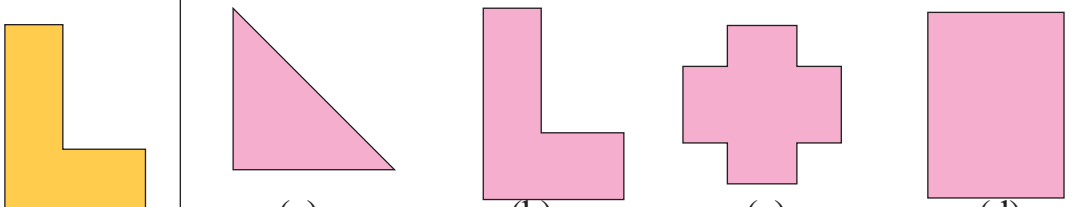
(a) (b) (c) (d)

(b)



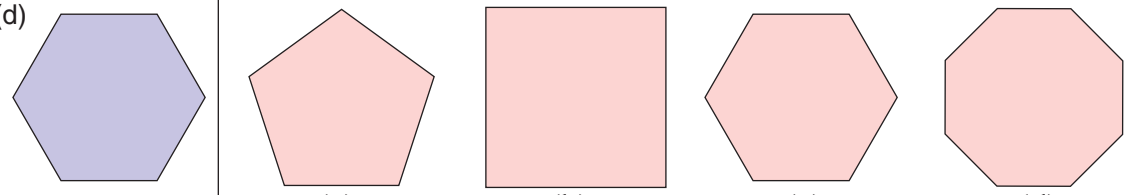
(a) (b) (c) (d)

(c)



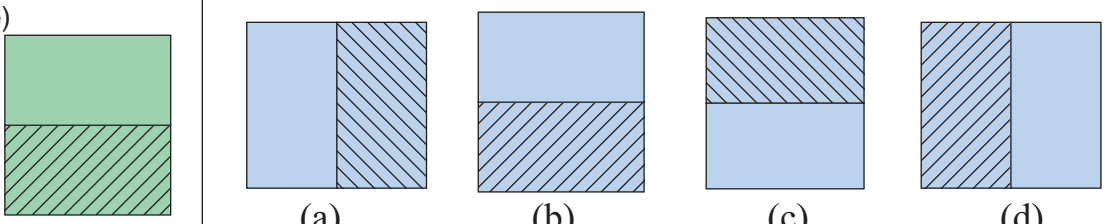
(a) (b) (c) (d)

(d)



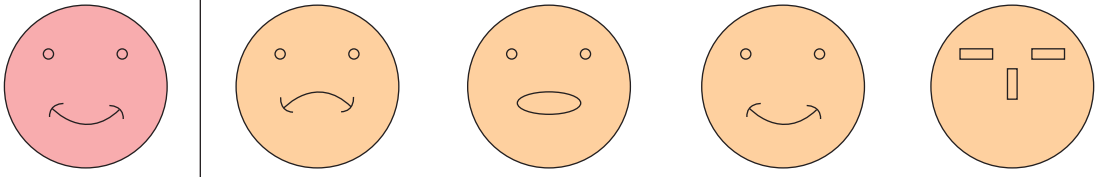
(a) (b) (c) (d)

(e)



(a) (b) (c) (d)

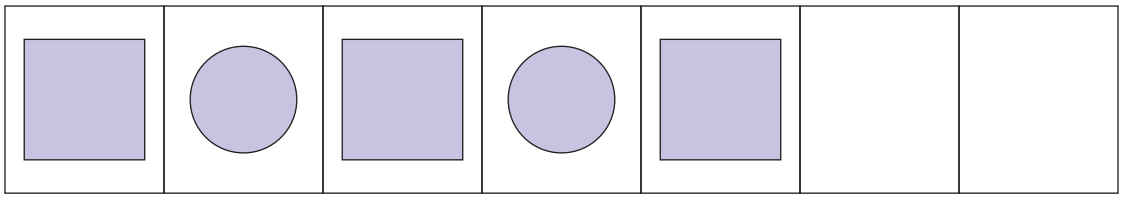
(f)



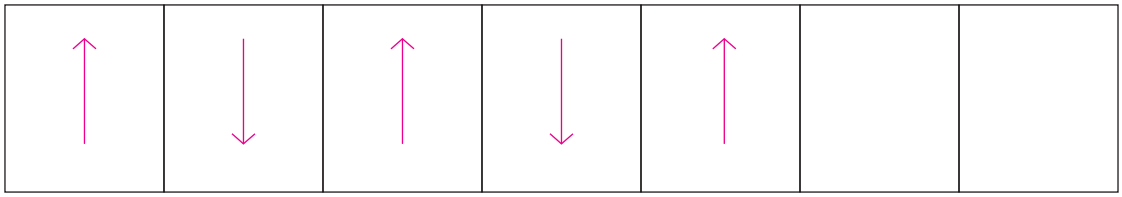
(a) (b) (c) (d)

2. Observe the patterns and fill in the blanks

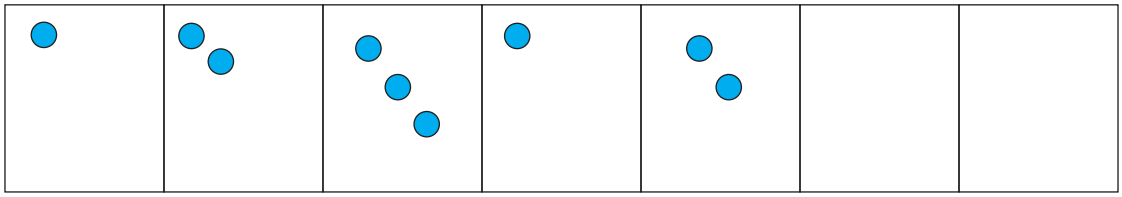
(a)



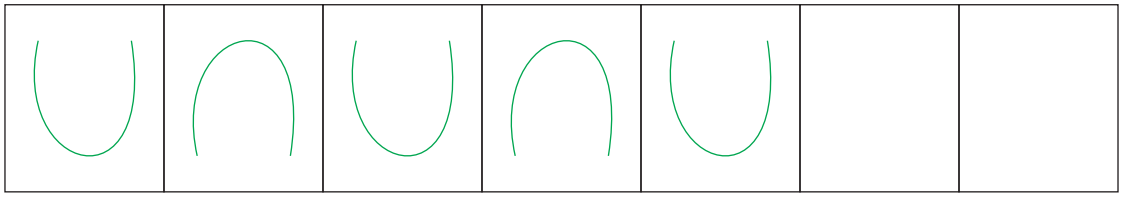
(b)



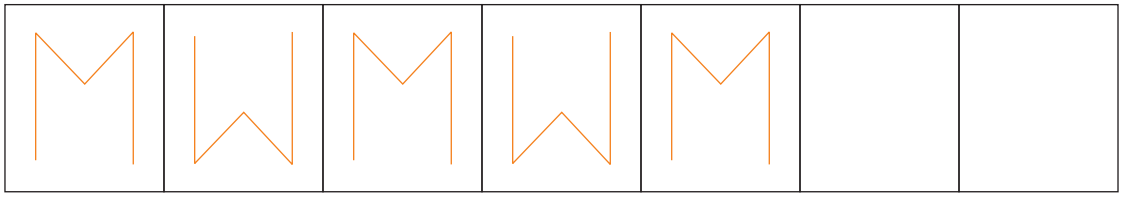
(c)



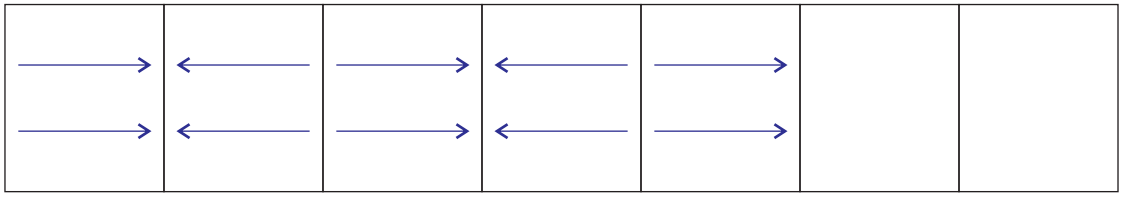
(d)



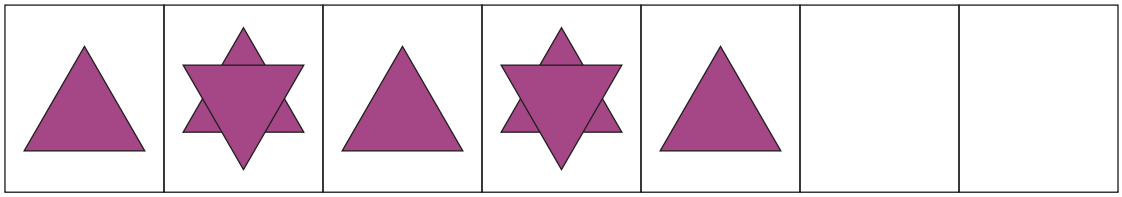
(e)



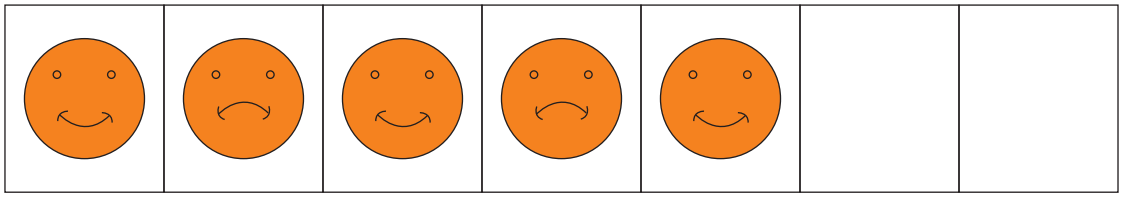
(f)



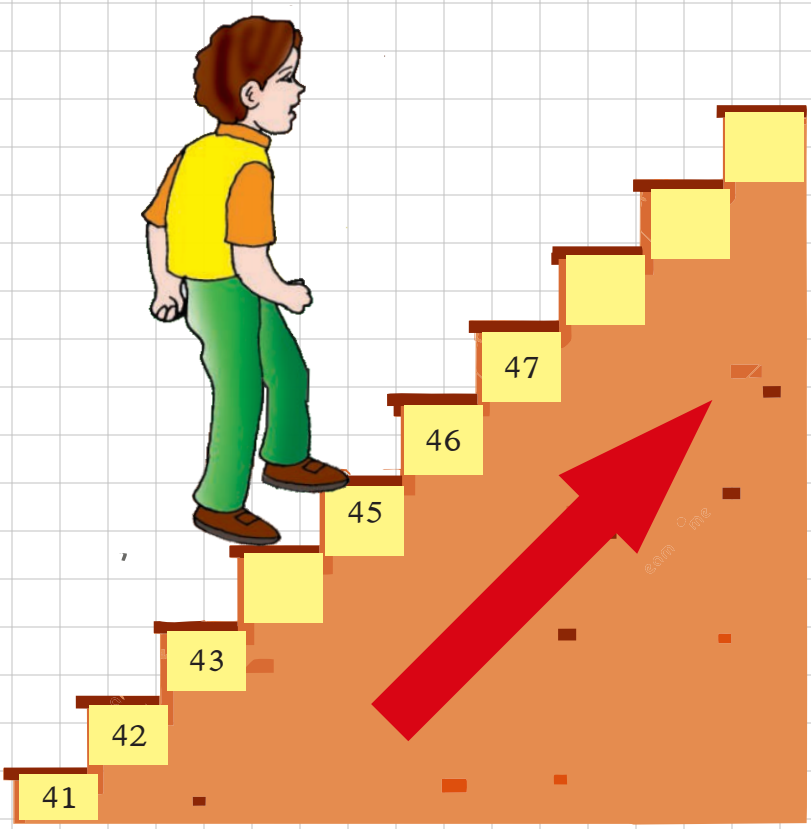
(g)

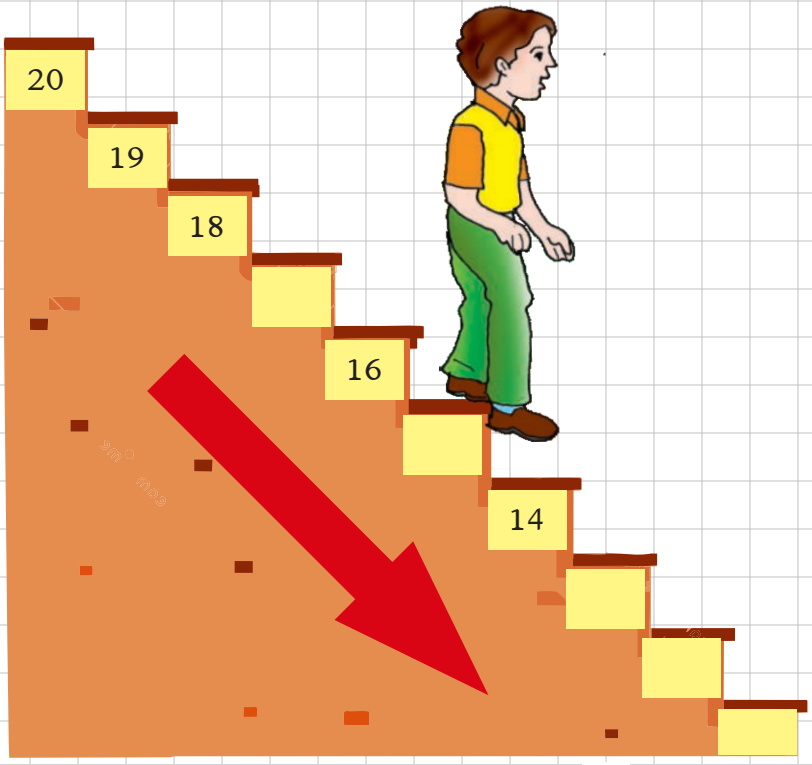


(h)



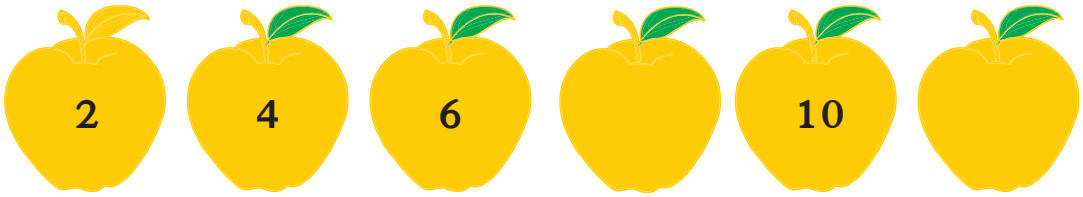
3. Observe the pattern and fill in the numbers.



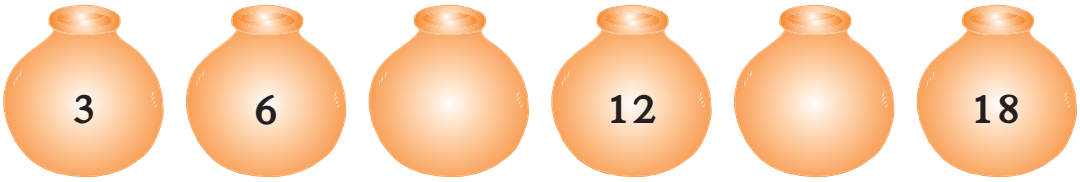


4. Let's observe some number patterns. Fill the correct numbers in the patterns given below.

(a)

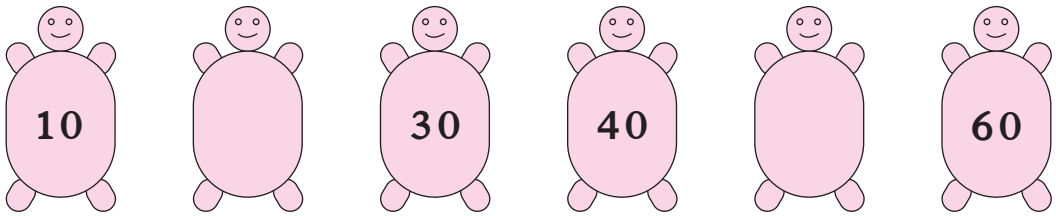


(b)

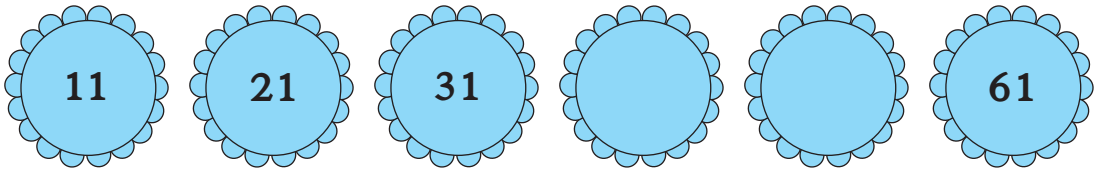


(c)

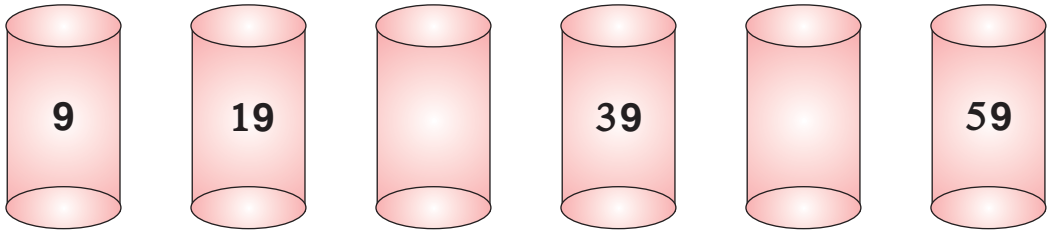
(d)



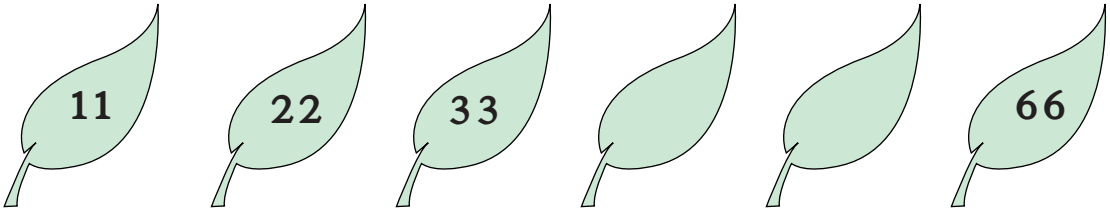
(e)



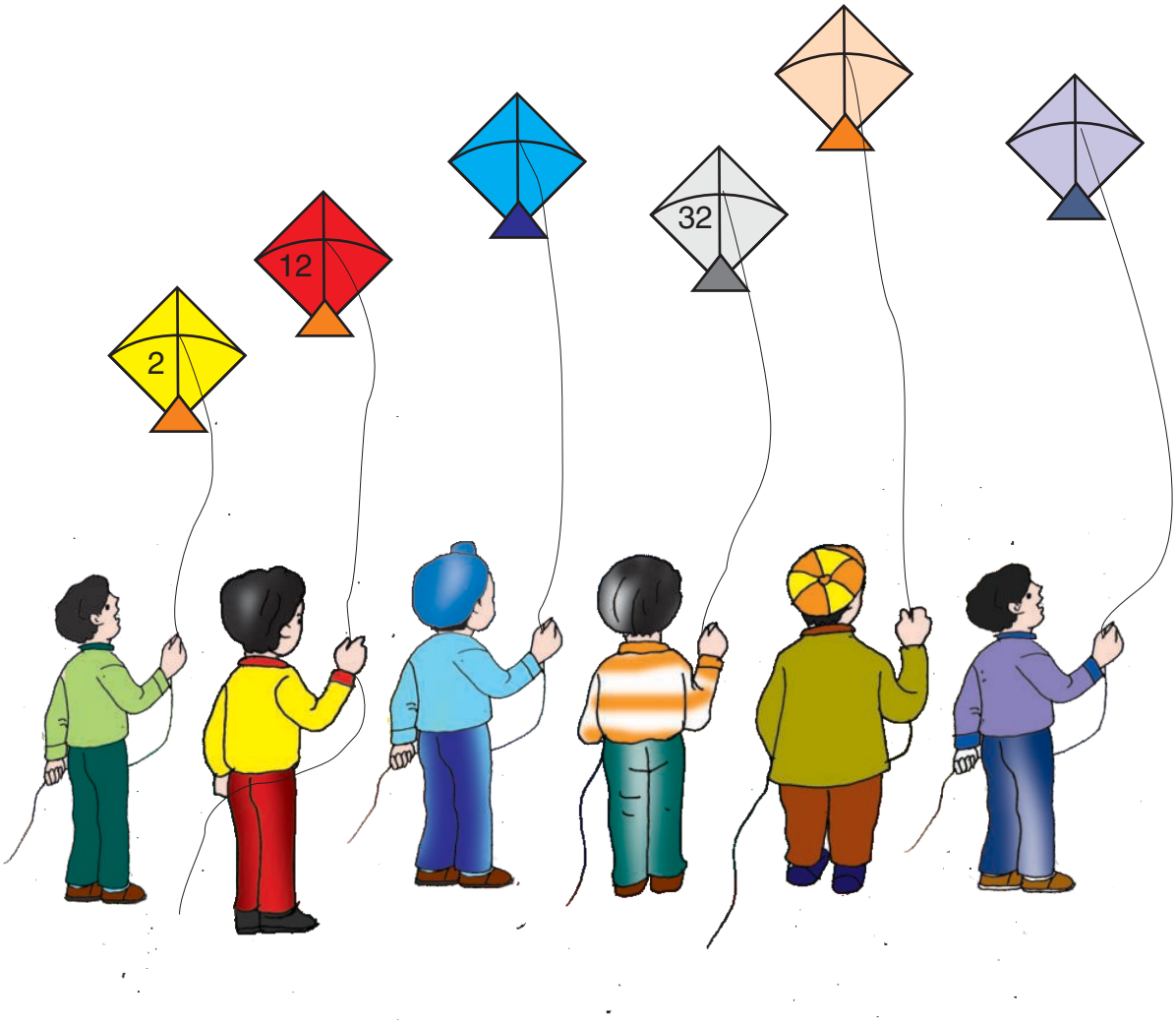
(f)



(g)

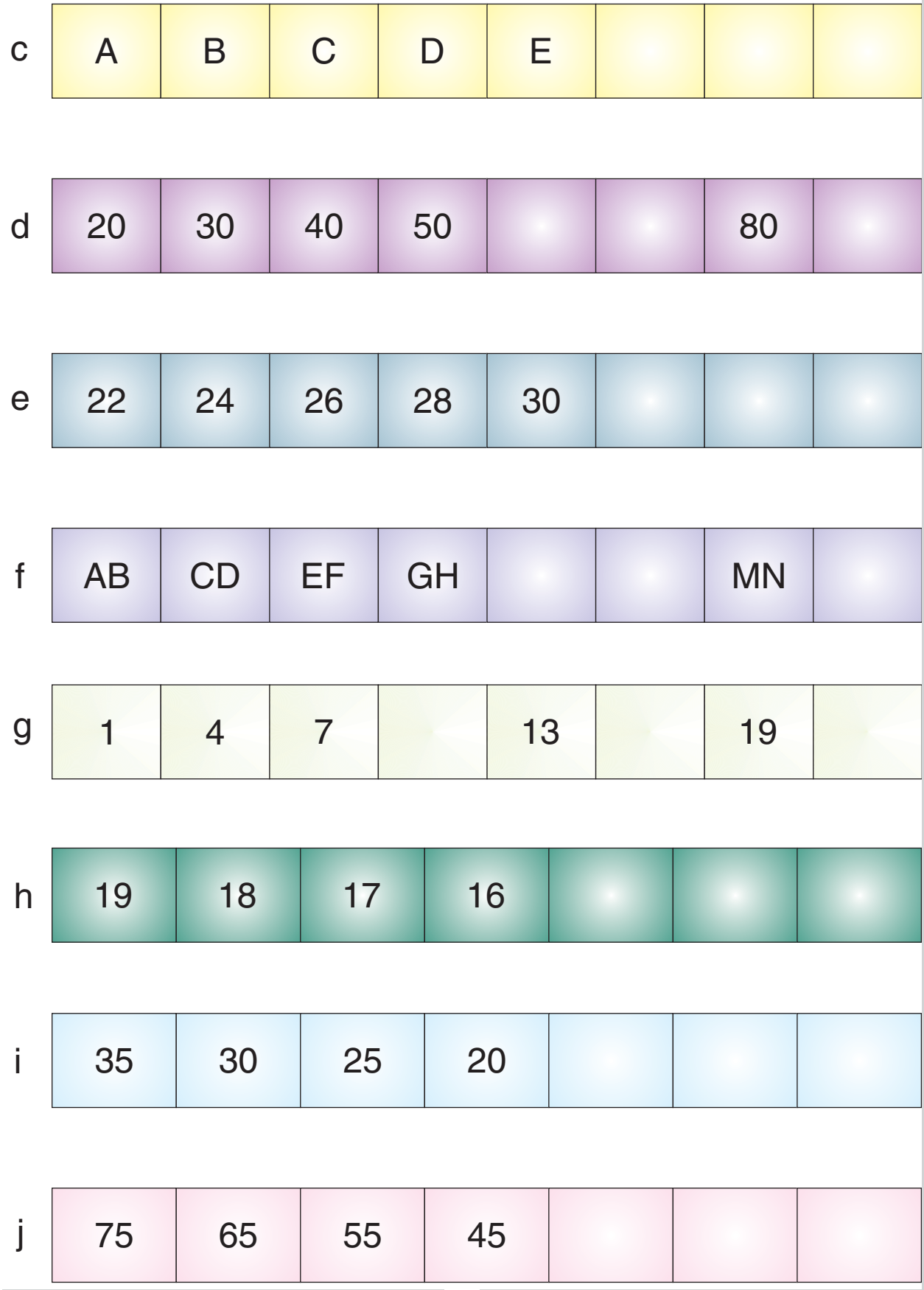


5. **There is a competition of flying kites at autumn season. Children are flying kites. Observe the patterns of numbers written on their kites and fill in the blanks/ kites.**



6. **Observe carefully and fill the next boxes.**

a	1	2	1	2	1			
b	1	3	5	7			13	


c
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e
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26
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GH
MN
g
1
4
7
13
19
h
19
18
17
16
i
35
30
25
20
j
75
65
55
45

How the beautiful patterns just see
Looking great in all direction really
Counting patterns are progressing like tree
I will enjoy them as a cup of my tea

We have Learnt

Patterns

- Understanding patterns of shapes.
- Understanding the patterns of numbers
  - To develop further the patterns of numbers.

7 MEASUREMENT

OBJECTIVES

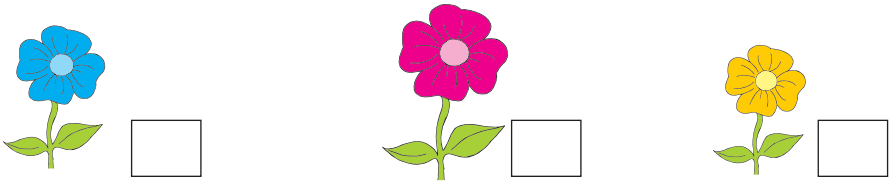
* Developing knowledge on the basis of physical features of relative objects of daily life.
* To give knowledge about non-standard units of length, weight, capacity.
* To develop reasoning.

Do You Remember

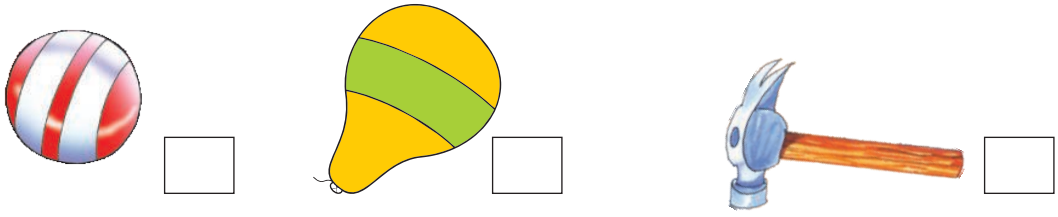
Dear children, Let's revise units of measurements which we have done in previous class.

Think in Order-

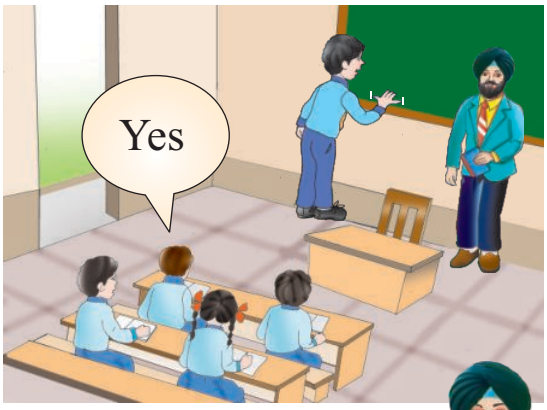
1. Write 1 to 3 in order from small to big on the basis of length.

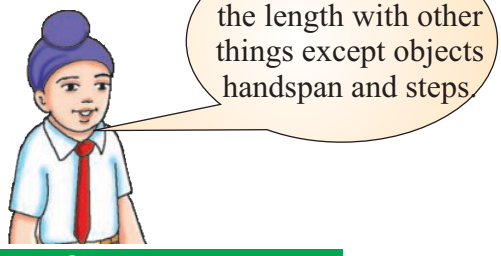


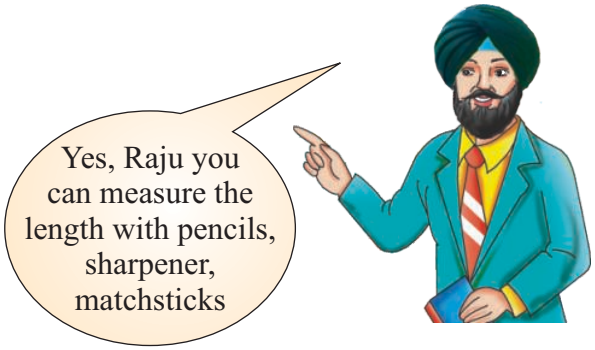
2. Write 1 to 3 in order from light to heavy.



Introduction





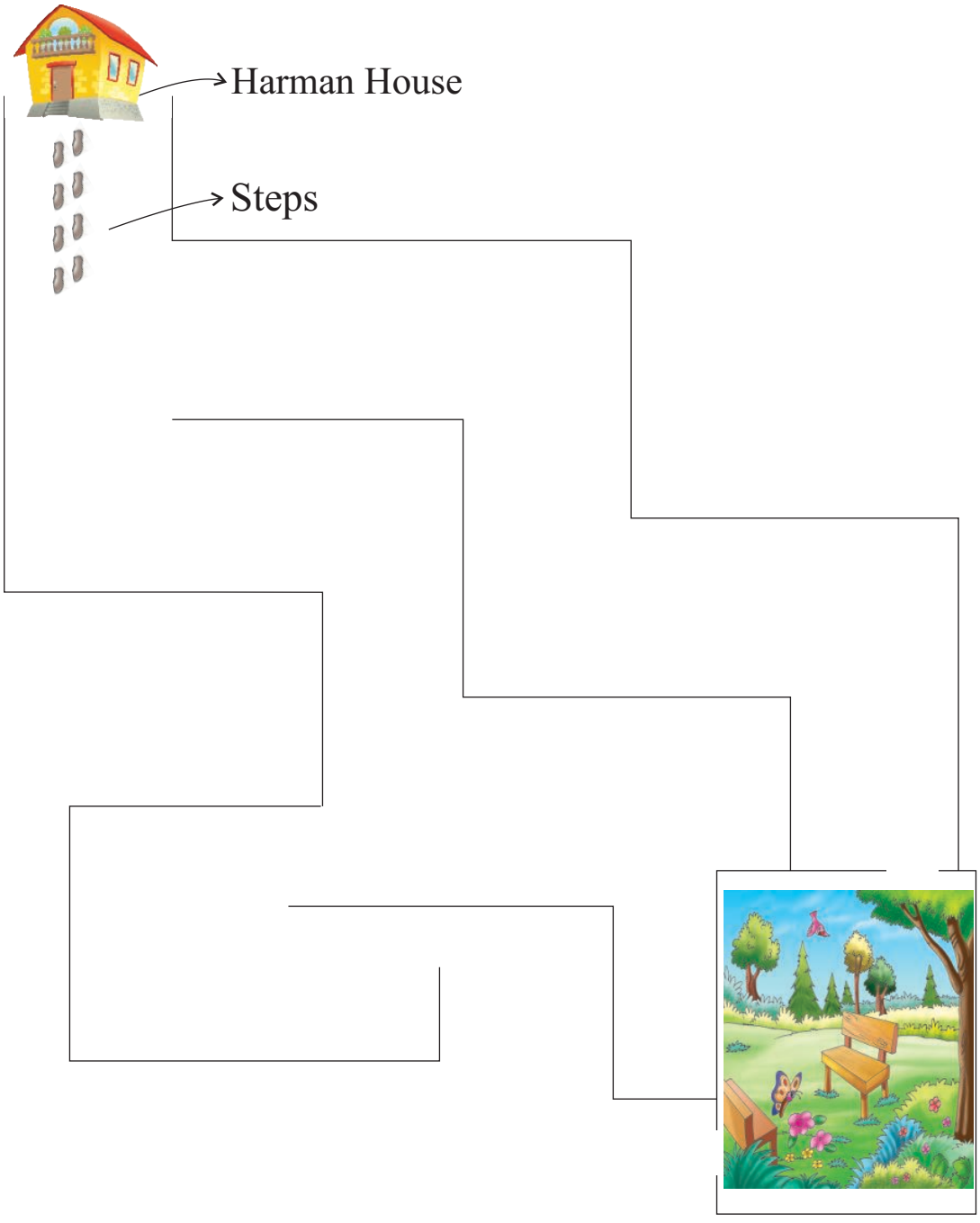


Hint for Teachers

Students will measure the length of blackboard with handspan and will tell the teacher.

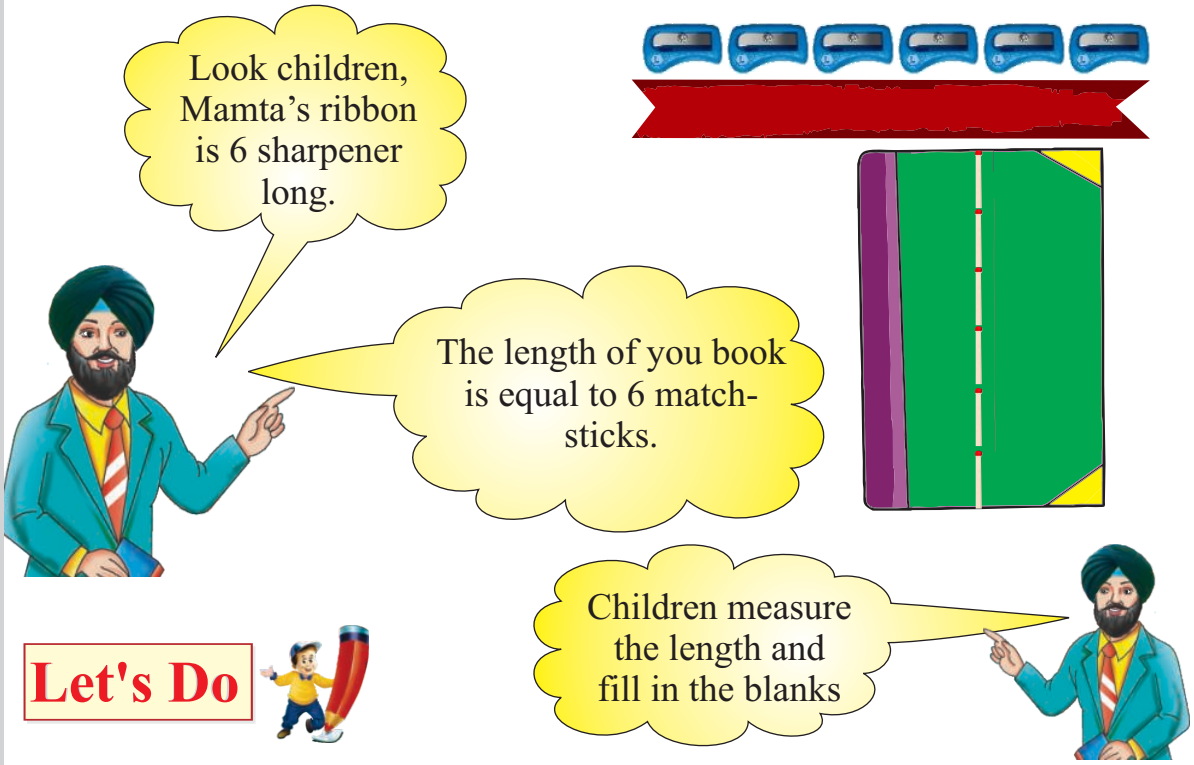
Activity

Harman wants to play in the garden. Help him to find the path. There are two paths to go to the garden. Which path is short? If Harman reach the garden by short path then how many steps will he walk?



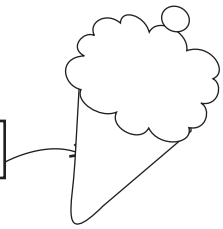
Let's Learn

Activity



Let's Do

1. The length of your pencil = ... matchsticks.
2. The length of your book = ... handspans.
3. The length of your room = ... steps.
4. The length of your sharpener = ... fingers.
5. The length of verandah of you school = ... steps.
6. The length of your table = ... handspans.
7. The length of the window of your class = ... pencils.



Fill the colours if all your answers are correct

Handspans, steps, fingers, sharpener and matchsticks are Non-standard units of length.

Who will tell first ?

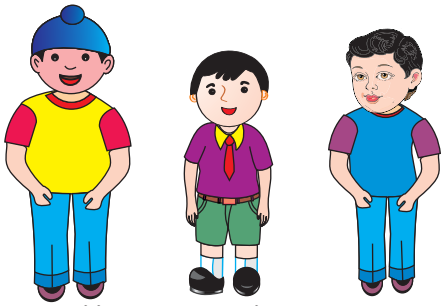
1. The length of a table is 6 handspans. The length of other table is 8 handspans. If both the tables are joined, how many total handspans will be the length ?
2. Kajal's ribbon is 6 sharpener long and Mamta's ribbon is 12 sharpener long. What is the total length of both the ribbons?
3. The length of a book is about 12 fingers and the length of a copy is about 10 fingers. Which is longer and by how much?
4. The length of table is about 10 handspans, the length of black-board is about 20 handspans. Which is shorter? By how many handspans?
5. Your school is 30 steps away from your house. You have walked 25 steps already. How many more steps will you walk to reach your school?

6. Put Right (✓) or Wrong (×)

1. We can easily measure the length of a room with fingers. ☐
2. You can measure distance between school gate and classroom with steps. ☐
3. We can measure the length of a door with matchsticks. ☐
4. We can measure length of a blackboard with handspans. ☐
5. In the early days, parts of body were used for measuring length. ☐

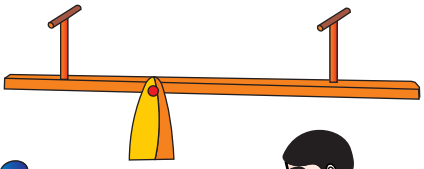
Let's Learn

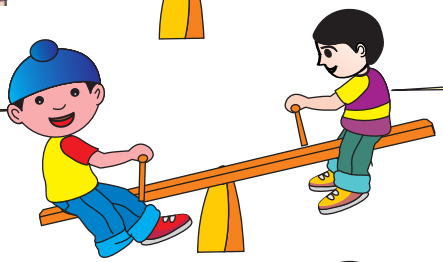
Dear children, we have learnt about heavier/lighter is previous class. Let's know more about this.



Harjit Manjot Aman

Come Manjot, Let's ride see-saw

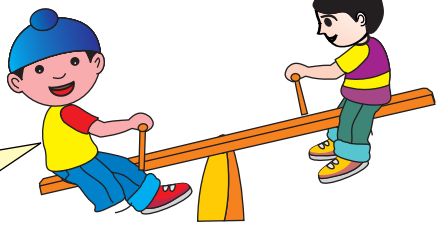




Here I come

Oops!!! We are not getting swings.

I think, you are heavier than me, Harjeet



Manjot, call Aman and both of you sit together.

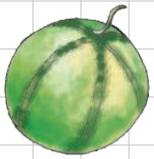
Ha Ha Ha Now our side is heavier.

What to do now???

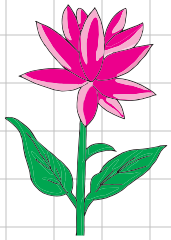
Children can you help them so that they can enjoy the see-saw.

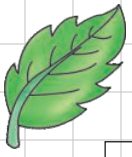
Let's Do

1. Tick (✓) in the box of heavier object.



2. Write 1 to 3 in the boxes according to their weight. (lighter to heav

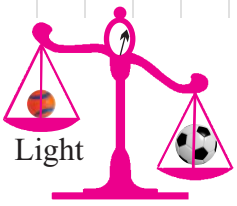




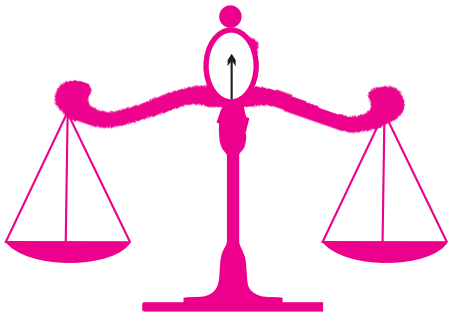
Let's Learn

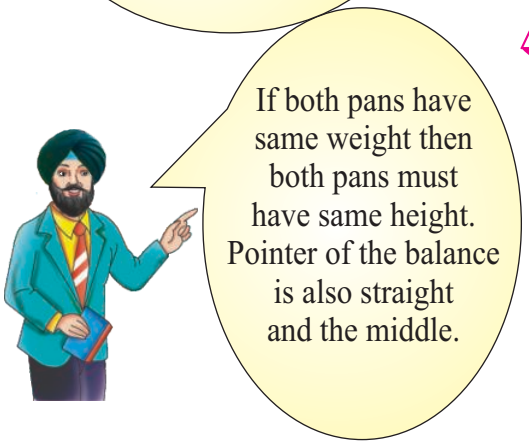
Activity

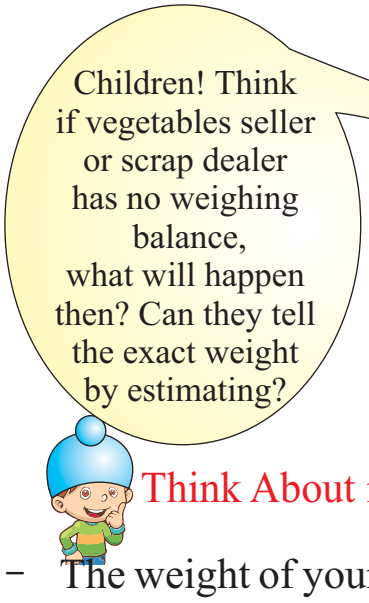
Look children! We can't get correct estimate of measurement. Physical balance plays important role to measure weight.

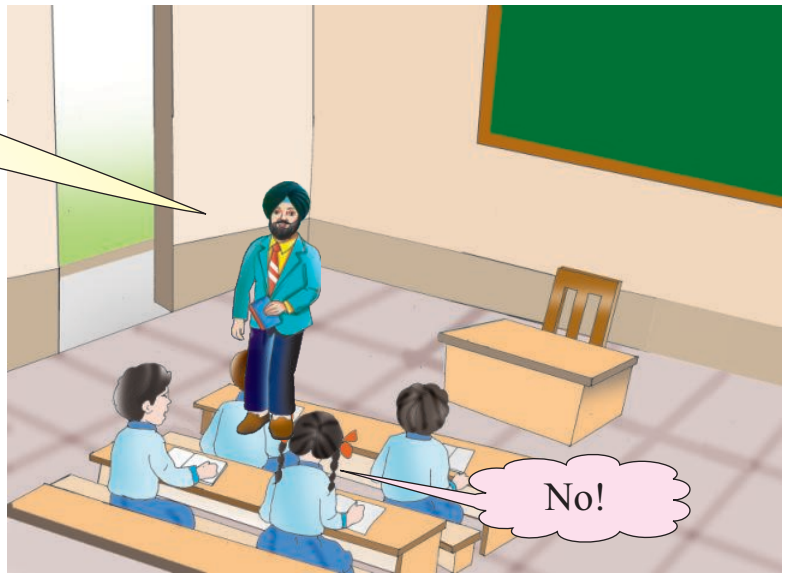


Children, heavier pan of balance always goes down see that!



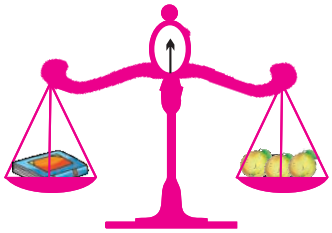


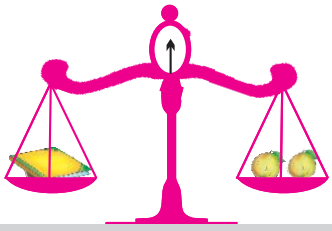




Think About it

- The weight of your book is equal to weight of 3 guavas.
- The weight of your copy is 2 guavas equal to weight of 2 guavas from them.
- So, the book is ..... than the copy. (lighter/heavier)
- The copy is ..... than book. (heavier/lighter).

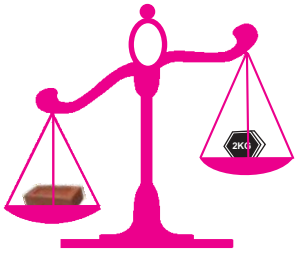




Let's Do

1. Which pan of the balance is heavier and which is lighter?

Heavier Lighter



Just Think

The weight of water-bottle of Manjot is equal to 6 bananas.

The weight of waterbottle of Sunita is equal to same 4 bananas.

Whose bottle is heavier?

Manjot ☐ Sunita ☐

Ioral Values based questions:

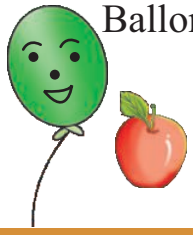
You and your mother went to market for grocery. Grocery bag became too heavy. Now what will you do?

1. Will you carry the bag alone? ☐
2. Will you let your mother to carry the bag? ☐
3. Will you put certain things in another bag, so that both of you can carry two bags? ☐

Remember

1. An object big in size is not always heavy.

Ballon is bigger than the apple.

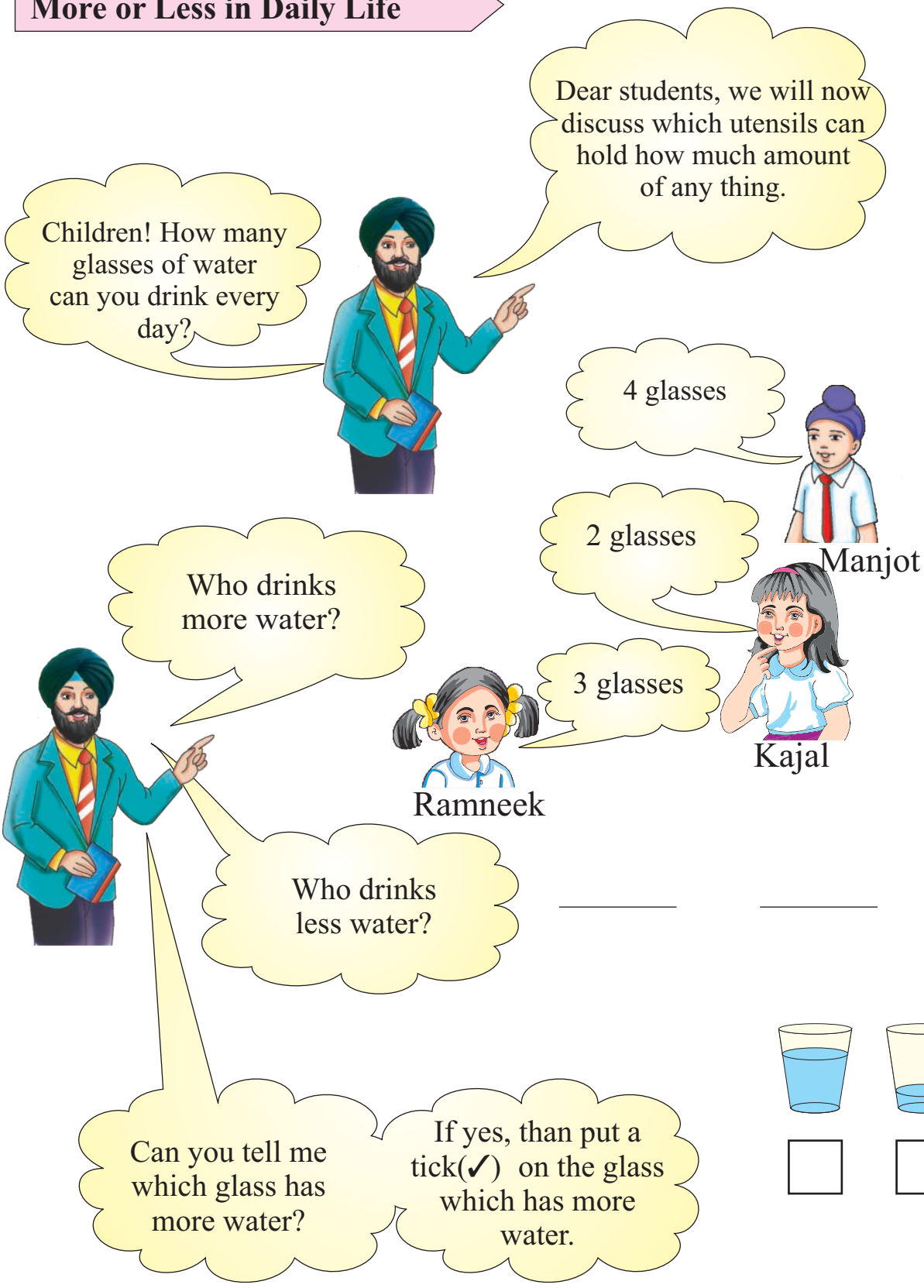


If you pick up both things in your hands then you will see apple is heavier than ballon.

Who will answer first?

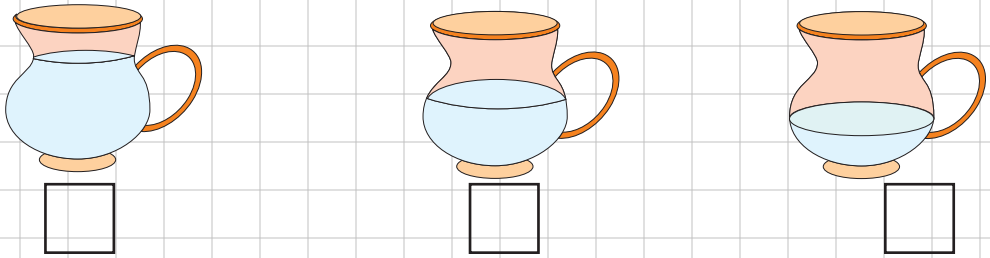
1. The weight of 2 similar books is equal to weight of 6 apples. The weight of 1 such book will be equivalent to how many apples?
2. The weight of 6 similar packets of biscuits is equal to weight of 6 mangoes. The weight of 3 such packets will be equal to weight of how many mangoes.
3. The weight of 2 similar bottles of Juice is equal to weight of 1 cake. The weight of 4 such bottles will be equal to weight of how many cakes?
4. The weight of 5 similar samosas is equal to weight of 10 such laddoos. What will be the weight of such 10 samosas equal to the weight of how many laddoos?

More or Less in Daily Life

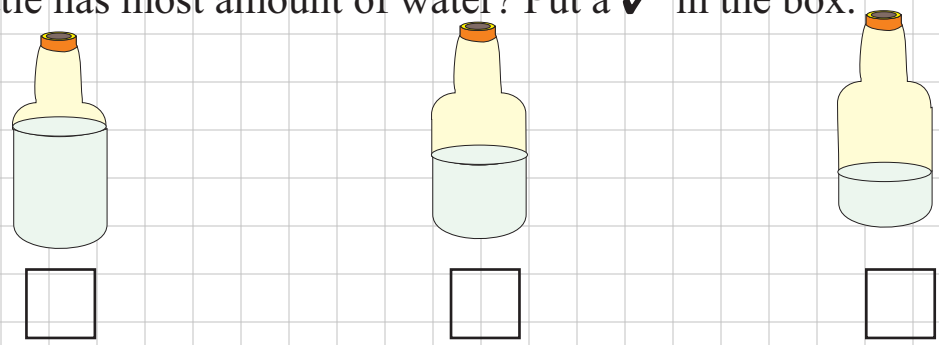


Work Sheet

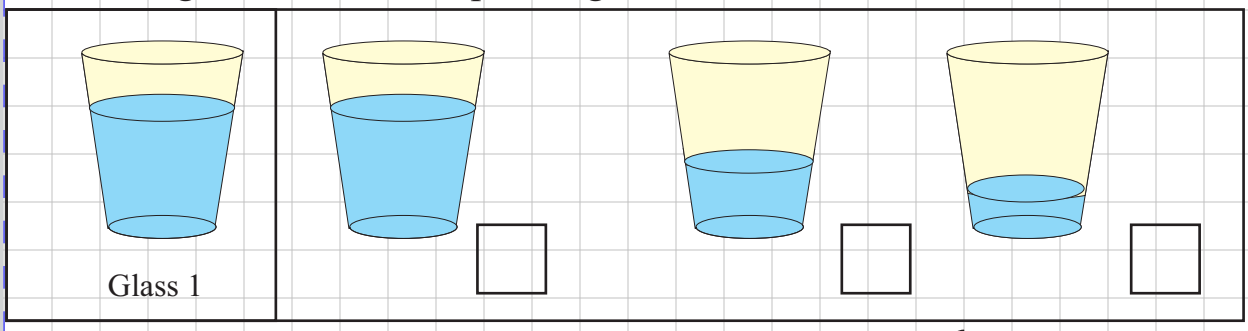
1. Which jug has the least water ? Put ✓ in the box.



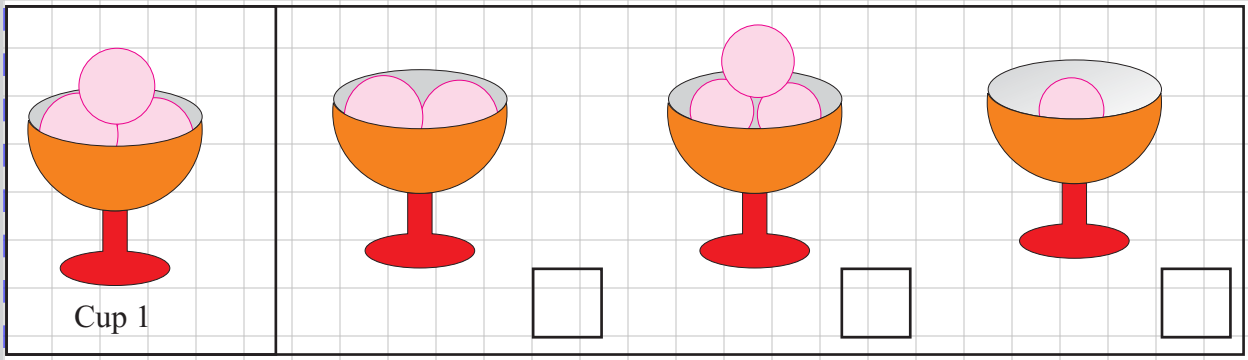
2. Which bottle has most amount of water? Put a ✓ in the box.



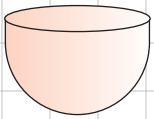
3. Which glass has water equal to glass no. 1? Put ✓ tick in the box.

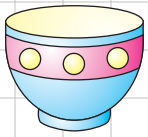


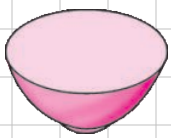
4. Which cup has icecream equal to cup no. 1? Put a ✓ in the box.



Arrange from 1 to 3 according to their capacity.

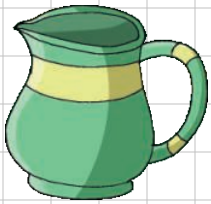






Think About

1. A jug fills with 6 glasses of water.



Similarly, a bottle fills with 4 similar glasses of water.

The capacity of ..... is more than .....

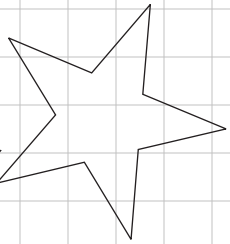
2. The capacity of a bottle is equal to 3 glasses of water then :

(i) The capacity of 2 such bottles will be equal to ..... glasses of water.

(ii) The capacity of 3 such bottles will be equal to .....glasses of water.

(iii) The capacity of 4 such bottles will be equal to ..... equal to ..... glasses of water.

(iv) The capacity of 5 such bottles will be equal to .....glasses of water.

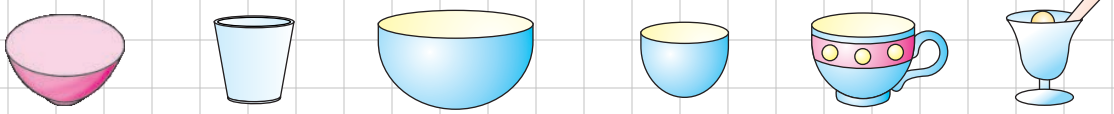


If your all answers are correct then colour it.

Activity

Put the water in different shaped utensils and observe it.

You will see that water will take utensil's shape.



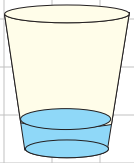
Practical Activty

To measure capacity of bottle

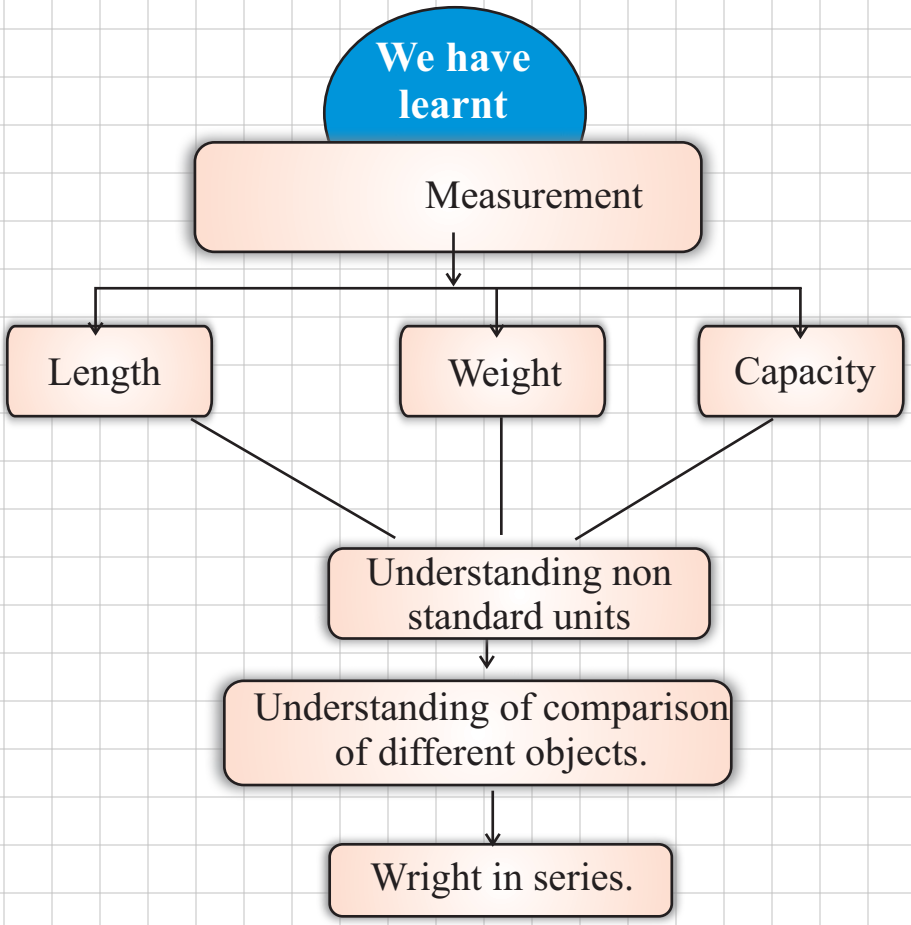
Material: Bottle, glass.

All students will bring bottles and glasses from their homes. The teacher will ask the students to fill their bottles with glass. Each student will fill the glass with water and then fill the bottle. The teacher will ask them, how many glasses of water filled the bottle.

Bottle



Glass



8 TIME

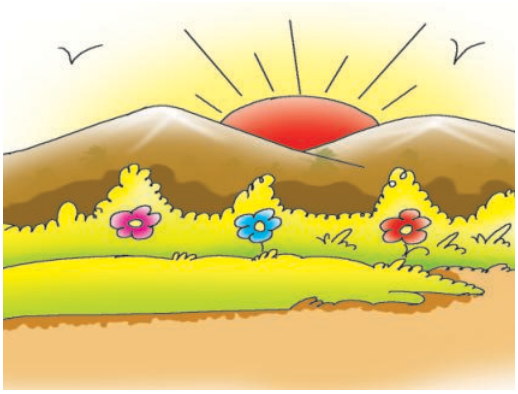
OBJECTIVES

1. To Know the importance of time in daily life
2. To know about names of days and about weeks.
3. Tell the months of year.
4. Tell about winter and summer seasons.
5. Understand the importances of time in modern era.

Do you Remember

1. What time of day is it, when you come to school ?
2. When does the sun rise?
3. When is the sun exactly above our hand ?
4. What time of day is it, when you go home from shcool and do your homework?
5. At what time do you play with you friends?
6. At what time of day does your grandmother tell you stories and riddles?
7. At what time of day does your family watch television together?
8. At what time do you sleep after dinner?

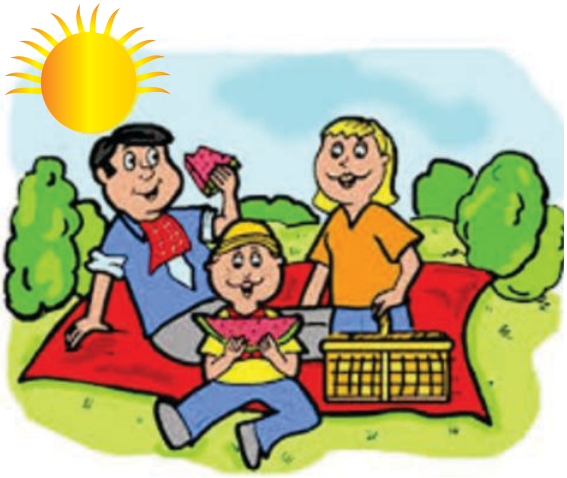
9.



What time of the day is shown in the given picture?

10.

By looking at the picture make a guess about the time?



11.

Look at the picture and write about the time below the picture.

12.

Which time is shown in this picture?

13.

(a) At what time you go to school?

(b) At what time you get recess?

(c) At what time you get full break?

(d) At what time you play?

(e) At what time watch T.V.?

(f) At what time we sleep at night?

(g) At what time do you get up in the morning?

Let's Learn

Days of Week

Children, a week has seven days. First day of the week is Monday. Monday is first working day of a week. Last day of a week is Sunday, is a holiday.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
First day	Second Day	Third day	Fourth day	Fifth day	Sixth day	Seventh day

Make students learn this rhyme orally.

Monday is very cool
Tuesday surely go to school
Wednesday is good day
Thursday we should pray.
Friday is the day for study
Saturday dress like a buddy
Sunday is holiday for joy
Play with friends and enjoy.

Let's Do

Days of a wekk (Ask students)

1. Which day is holiday in a week ?
2. Which day is first working day of the week?
3. How many days are there in a week?
4. Tell the names of any two days of a week.
5. Which is your favourite day of a week?
6. Which day comes before Tuesday?
7. Which day comes after Thursday?

8. Write the name of days

First _____ Third _____

Sixth _____ Seventh _____

9. (i) Which day comes after days written below :

Sunday		Tuesday	
Thursday			

(ii)Which day comes before days written below :

	Friday		Mondays
	Saturday		

(iii) Which day comes two days after days written below

Tuesday	Sunday	Wednesday

Calender

* Calender shows days, weeks and months of an year.
* Date is the special day of a month.
* Calender helps us to know which day is on which date?
* With the help of calender we can understand the importance of time after dividing it into different parts.
* Calender makes our time systematic in terms of days, weeks and months.

2018

जनवरी

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

फरवरी

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

मार्च

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

अप्रैल

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

मई

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

जून

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

जुलाई

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

अगस्त

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

सितम्बर

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

अक्तूबर

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

नवम्बर

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

दिसम्बर

रवि	सोम	मंगल	बुध	वीर	शुक्र	शनि
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Remember that :

- A year has 12 months.
- A year has 365 days.
- A month has 30 or 31 days.
- February month has 28 or 29 days.
- The year in which February has 29 days is called leap year.

Let's Learn

Seasons

You have already been given knowledge about out phases of a day, Morning, Afternoon, Evening, and Night in the first Class. In the second class, we will tell you about four seasons of year-Winter, Spring, Summer are Autumn.

Teacher will tell the children that December, and till January and February are months of winter. March and April are of spring season. After this summer season is very long which runs from May. June, July, August and till September. October and November are months of autumns. In the month of December-Winter season comes again.

For understanding of seasons and weather students should learn this poem.

"January February are
months of winter
March April for spring
May June July August
September, Summer is the king
October November are
months for autumn
December again for winter begin
In this way seasons cycle is repeating."

Let's Do

(1)How many days are there in the month of February in a leap year?

(a) 28 (b) 29 (c) 30

(2)Which month of the following has winter season?

(a) January (b) May (c) August

(3) Which of following months has autumn season?

(a) October (b) December (c) March

(4) Which month is of spring season?

(a) March (b) December (c) October

(5) Which month is of summer?

(a) January (b) June (c) December

Let's Learn

Periods of Time

Many events of our life happen in a moment, many happen in days or months and many happen in years. Teacher will take examples from daily life to teach time and occurance of events in such a way that children can know and understand easily.

Teacher should teach the children about time and occurring of events with the help of examples from his/her day life or from school.

Let's Do

(1) Sunday comes after how many days?

(a) After 7 days (b) After 10 days (c) After 5 days

(2) How much time will it take to repeat the same date?

(a) After a weak (b) After a month (b) After fifteen days

(3) After how much time Lohri festival comes ?

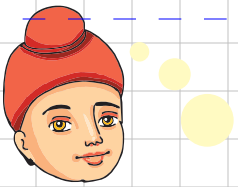
(a) After a month (b) After six months (c) After a year

(4) How long does a tree take to grow?

(a) Days (b) Minutes (c) Years.

(5) After how much time your birthday comes?

(a) After a month (b) After 6 month (c) After a year



Points to Remember

* There are seven days in a week.
* Sunday is a holiday in the week.
* Month is longer than week.
* 12 months make a year.
* February is the shortest month having 28 or 29 days.
* There are summer holidays in school in June and it is the sixth month of the year.
* Days make a week, weeks make a month and months make a year.
* If February has 29 days in any year then that year is called Leap year.
* Lohri festival is celebrated in the month of January and there is winter season in this month.
* Annual exams are held in the month of March and it is the third month of a year.

We have learnt?

Time

↓

Understanding Minutes, hours and days.

↓

Understanding of weeks and months from days

↓

Understanding of a year from months and seasons.

9 DATA HANDLING

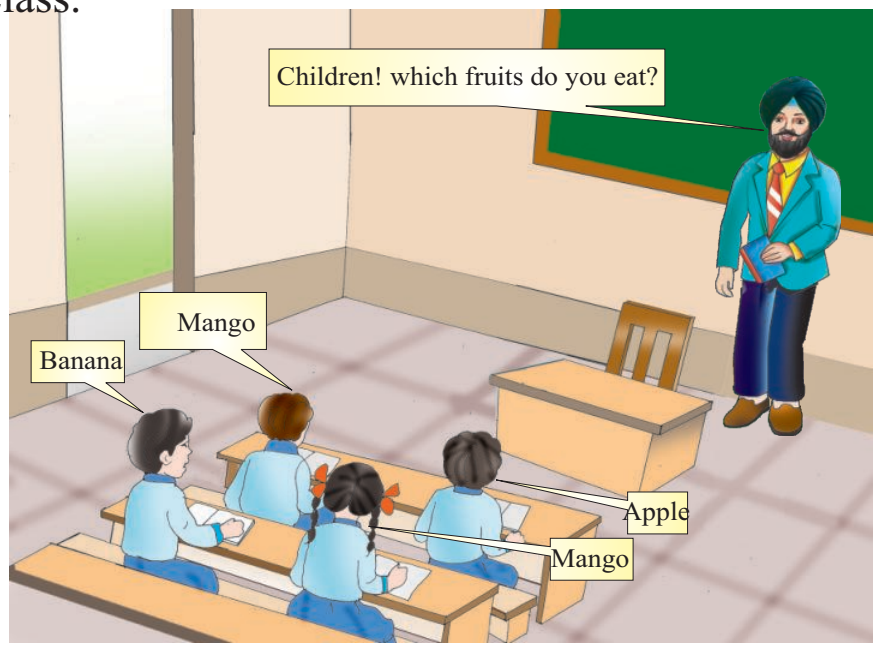
OBJECTIVES

1. Representation of data and their analyses.
2. Developing understanding of more/less.
3. Representation of data by pictograph
4. Developing understanding to find results from pictograph.

Do you Remember

Activity

1. Teacher discusses about the favourite fruits of the students in the class.



How many good a symbol depicts
understanding it carefully
leads you to the right answer
without conflict

Teacher tells about the importance of fruits by saying fruits are essential for us. We get all minerals, vitamins from them.

Teacher asks the students about the number of fruits consumed by them everyday and encourages them to eat maximum quantity of fruits daily.

Teacher, "Children, Today we will find out which fruits do you like the most and which fruit do you like less."

Children of class take interest and think about their favourite fruit. They imagine picture/image of their favourite fruit.

Teacher : "Children, Write the name of your favourite fruit on the paper and fold the paper twice."

All the children of class write the names of their favourite fruit on the paper and fold the paper twice and keep it with themselves.

Some children write apple, some write bananas, some mangoes and some pomegranates.

Teacher then calls a student and ask him to collect the folded papers from other students and put them in a box.

When all the slips of paper are collected by the students, the teacher tells children that he will draw a table of their favourite fruits on the blackboard. She/He asks the children to draw the table in their notebooks:

Fruit	No. of children who like related fruits													
Apple														
Banana														
Mango														
Pomegranate														

Teacher after drawing table on the blackboard, teacher picks up the box and picks folded paper one by one from the box. He announces the name of fruits written on the papers.

Children listen to the name of fruits spoken by teacher. They will colour the box in front of fruits in their notebooks.

After colouring the boxes, teacher will ask the children about the fruit which is liked by them the most and the least.

Activity

New uniforms are given to children of second class by the Headmaster. New shoes are also given with new uniforms.

Children, look at the shoes which you got today. Shoes of some children are big and some are small. This is because of the size of your feet.

Hints of teachers

There should be participation of maximum student in the group activity. At the end children should be able to find out the result.

All children watch their shoes carefully.

Sandeep: "Teacher, How do we know size of shoes?"

Teacher: "Children, Look under the shoes. There is a number on it. It is the size of your shoe. In this way you can know about big/small size of your shoes." He asks the students to see the back side of their shoe and note the number.

After seeing the number/size of shoes, children should be instructed to sit in groups according to size of their shoe. Students sit in first group having same size/number of shoes.

In the second group, students sit having another number of shoes.

Children enjoy while on sitting in groups.

Teacher will encourage the students to sit in groups. A student from each group will count the number of students in his group.

Now teacher will draw a table on blackboard to represent this data and ask the children to draw the table on their notebooks.

Size of shoe	Number of children
8	

Fill in the number of children in the table after asking them their shoe size.

Hints for Teacher

Teacher should encourage the students to sit in groups.

Let's Learn

Given below is the information about number of notebooks in the bags of second class students.

Notebooks in the bag	Number of children
	12
	2
	8
	10

To find

(1) No. of children having notebooks in the bag = ...

(2) No. of children having notebooks in the bag = ...

(3) Children having notebooks are ..... than children 3 having notebooks (more/less).

The weight of children of second class was measured and data was collected. After weighing them, following table was prepared.

Weight (in kilograms)	Number of children
10	5
12	7
15	4
18	8
20	6
Total children	30

(1) How many children weigh 10kgs each?
Answer - 5

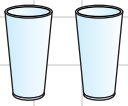
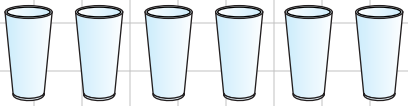
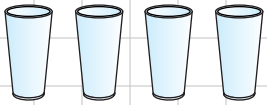
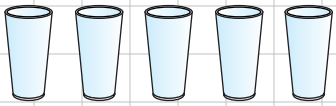
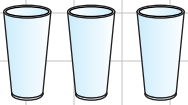
(2) How many children are there of 20kg of weight?
Answer - 6

(3) Number of children with a weight of 18kg is more or less than number of children with the weight of 12 kg?
Answer - Less

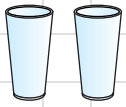
(4) How many students are there in the second class?
Answer - 30

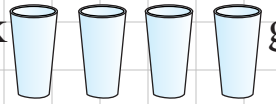
Let's Do

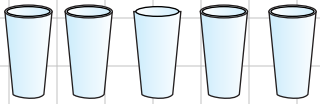
. Given below is the information about number of children of second class who drink some glasses of water.

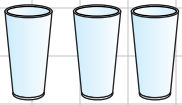
Number of glasses of water	Number of children
	7
	2
	8
	10
	6

Find

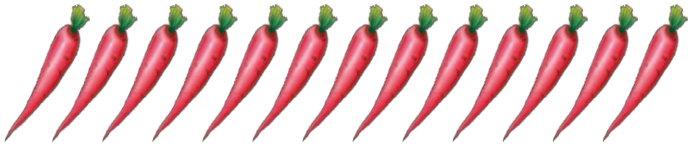
(a) Number of children drink  glasses of water = ...

(b) ..... children drink  glasses of water.

(c) Children who drink  glasses of water is.....

that children who drink  glasses of water. (less/more)

Vegetable seller has lot of vegetables for you. Count and write.

Vegetables	Number
	

Count and write

(I) Which vegetable do you like?

(ii) Which vegetable is in more number?

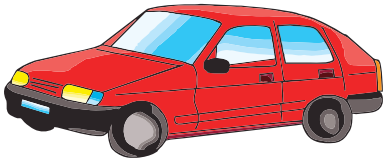
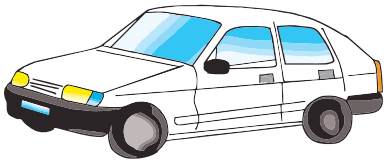
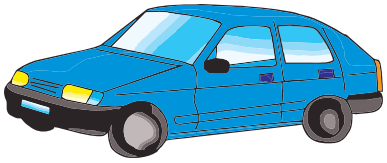
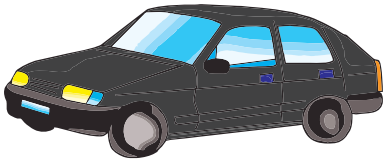
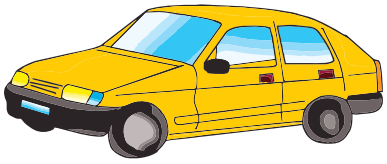
(iii) Which vegetable is in less number?

(iv) What is the total number of tomatoes?

(v) What is the total number of carrots?

(vi) What is the total number of all vegetables?

3. Sunil's house is on the road. He often stand outside his house and watches colourful cars passing by on the road in his free time (around 6 O'lcok). One day he prepared a list of colourful cars passing on the road as shown below:

Colour of the car	Number of cars
	12
	15
	7
	8
	8

Now tell :

(i) How many white cars are there? _____

(ii) Which coloured cars are more in number? _____

(iii) Which coloured cars are less in number? _____

(iv) Which coloured cars are equal in number? _____

(v) What is the total number of all cars? _____

4. Health check up was done by a doctor in the school. In this check up height of the children. After measuring the height a list was prepared as shown below :

Height (in cm)	Number of children

(I) Who is the tallest child in the class?

(ii) How many children are there in the class with maximum height?

(iii) How many children are there in the class with minimum height?

(iv) How many children are there of ..... cm of height.

(v) How many total children are there in the class?

Hints for Teachers

Teacher will measure the height of children in cms. He will make groups of students with same height and will enter the data in the table.

Practical Activty

Objective

(1) To prepare a chart of birthdays of second class children.
(2) To Collect data from the birthday chart.

Material:- Chart paper, pieces of paper cut into squares of same size, 12 different colours and gum.

Procedure:-

(1) Alloting different colours to 12 months of the year.

January -		July -	
February -		August -	
March-		September-	
April -		October -	
May -		November -	
June -		December -	

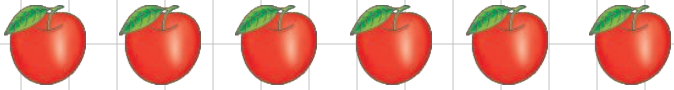
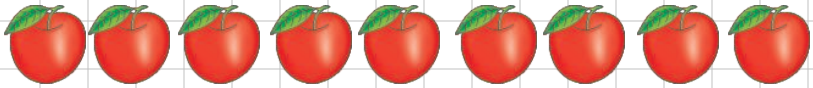
2. Each children of the class is given a small piece paper cut in square shape. All pieces will be of same size.
3. Each child will fill the colour as shown above in the table according to his/her birthday month.
4. Then each child will paste it on the chart after colouring the piece of paper.
5. This chart will be displayed in the classroom.

Conclusion

(1) How many months are there in a year?
(2) How many children's birthday comes in January?
(3) How many children's birthday comes during summer holidays?
(4) How many children's birthday comes in July and August?
(5) Name the month in which no child's birthday falls?

Work Sheet

Given below is the number of apples in different bags/boxes.

Bag No.	No. of Apples
1	
2	
3	
4	

(i) Which bag has maximum apples?

(a) 2 (b) 3 (c) 4 (d) 1

(ii) Which bag has minimum apples?

(a) 1 (b) 4 (c) 2 (d) 3

(iii) Bag No. 1 has 6 apples. (✓ or ×)

(iv) Bag No. 2 and 3 has 6 apples in total. (✓ or ×)

(v) Bag No. 3 has 3 apples. (✓ or ×)

3. Look carefully at the table given below.

Name of Ice-cream	The Number of children who like
Chocolate	☺☺☺☺☺☺☺☺
Vanilla	☺☺☺☺☺☺
Strawberry	☺☺☺☺☺☺
Mango	☺☺☺☺☺☺☺☺☺☺

(i) ..... ice-cream is liked the most by the children.

(ii) ..... ice-cream is liked the least by the children.

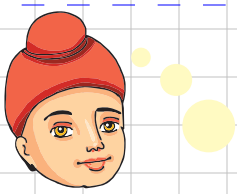
(iii) How many children like chocolate ice-cream?

(a) 6 (b) 8 (c) 10 (d) 7

(iv) How many children like vanilla and straw-berry ice-cream?

(a) 6 (b) 10 (c) 8 (d) 12

(v) Vanilla and chocolate ice-cream is liked by equal number of children. (✓ or ×)



Point to Remember

We collect/gather lots of information everyday. gathered/collected information is called 'data'.

We have Learnt

Data

↓

Collect Data

↓

To represent the collected data in the table

↓

To draw the conclusion from the table.

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एक रुपया
ONE RUPEE
34K 28 827

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RESERVE BANK OF INDIA
₹100
एक सौ रुपये
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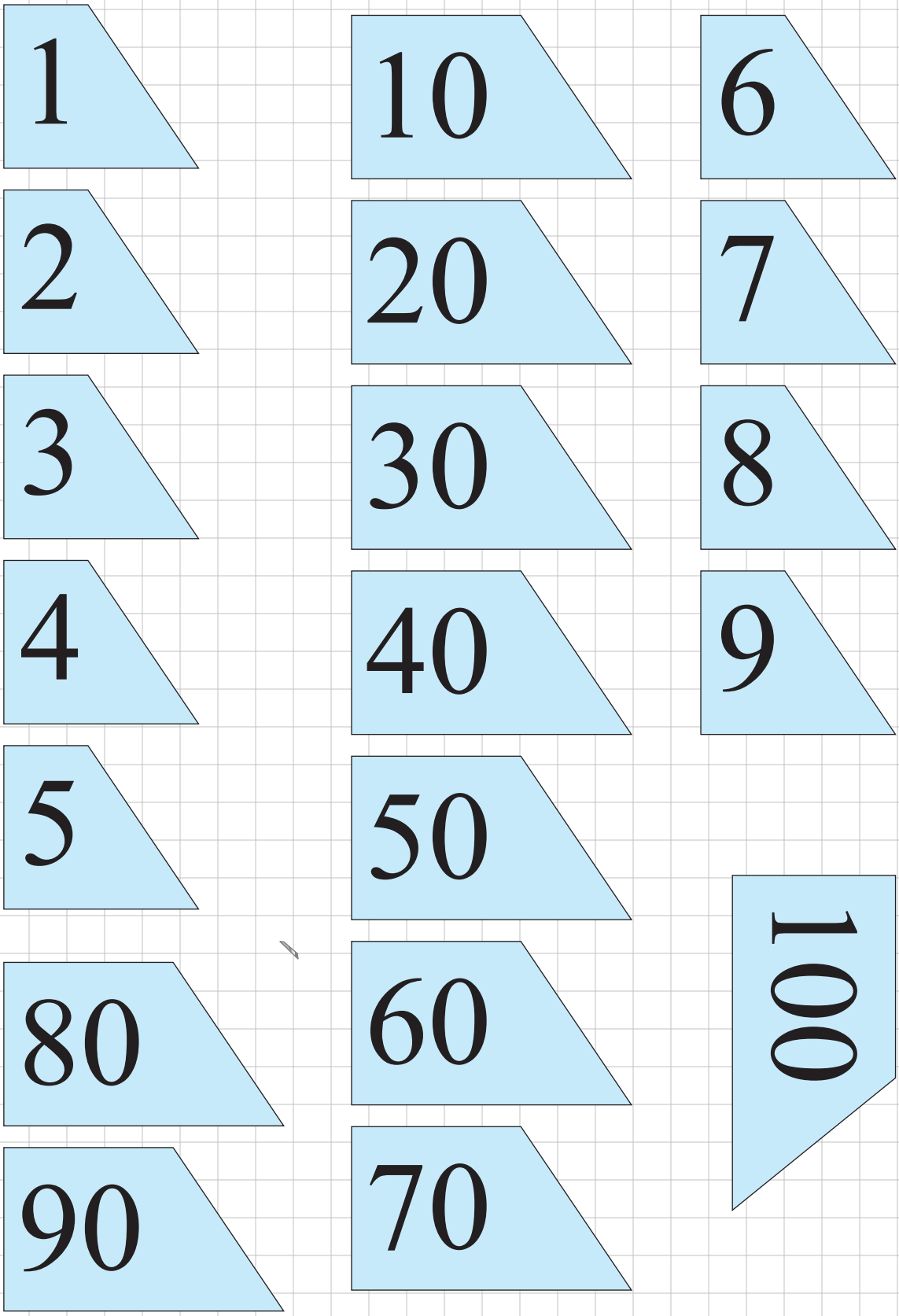
मान कार्ड