

Maths World

Class I



Punjab School Education Board

Sahibzada Ajit Singh Nagar

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Foreword

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. The book in hand was implemented in academic year 2018-19. The book has been revised from 2022-23 to align the syllabi of the Primary classes with the syllabi of the Pre- Primary classes. 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-I. 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.

Chairman

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Learning Outcomes

The learner

- Classifies objects into groups based on a few physical attributes, such as shape, size and other observable properties including rolling and sliding, recites number names and counts objects up to 20, concretely, pictorially and symbolically.
- Works with number 1 to 20.
 - counts objects using numbers 1 to 9.
 - compares numbers up to 20 for example, tell whether number of girls or number of boys is more in the class.
- applies addition and subtraction of numbers 1 to 20 in daily life.
 - constructs addition facts up to 9 by using concrete objects. For example to find $3+3$ counts 3 steps forward from 3 and concludes that $3+3=6$.
 - subtracts numbers using 1 to 9. For example the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude $9-3=6$.
 - solves day-to-day problems related to addition and subtraction of numbers up to 9.
- Recognises numbers up to 99 and writes numerals.
- describes the physical features of various solids/shapes in her own language. For example, a ball rolls, a box slides etc.
- estimate and measures short lengths using non-uniform units like a finger, hand span, length of a forearm, footsteps etc.
- observes, extends and creates patterns of shapes and numbers. For example, arrangement of shapes/objects/ numbers, etc.



- 1, 2, 3, 4, 5,
 - 1, 3, 5,
 - 2, 4, 6,
 - 1, 2, 3, 1, 2,, 1,, 3,
- Collects, records (using pictures/numerals) and interprets simple information by looking at visuals. (For example in a picture of a garden the child looks at different flowers and draw inference that flowers of a certain colour are more).
 - develops the concept of zero.

Objectives

- To develop understanding of mathematics in children by interesting method.
- Do not take the children to the world of mathematics. But bring the mathematics in children's life.
- Understanding of counting, speaking, reading and writing the number upto 9.
- To enable the children to compare the digits.
To enable the children to understand counting, backward counting of numbers upto 9 and word problems.
To split a number into different pairs of numbers as addition and subtraction.

Do you remember?

- | | |
|--|--|
| <ul style="list-style-type: none">• How many bags do you have ?• How many suns are there in the sky ?• How many heads do you have ?• How many hands do you have ?• How many eyes do you have ?• How many bulbs are there in your classroom ?• How many fans are there in your classroom ?• How many windows are there in your classroom ? | <ul style="list-style-type: none">• How many rooms are there in your school ?• How many brothers and sisters are you all ?• How many members are there in your family ?• How many legs does a chair have ?• How many fingers do you have on each hand ?• How many fingers do you have on both hands ?• How many trees are there in your school ? |
|--|--|



Activity

One Two
Buckle my shoes



Three Four
Shut the door

Five Six
Pick up the sticks



Seven Eight
Lay them straight

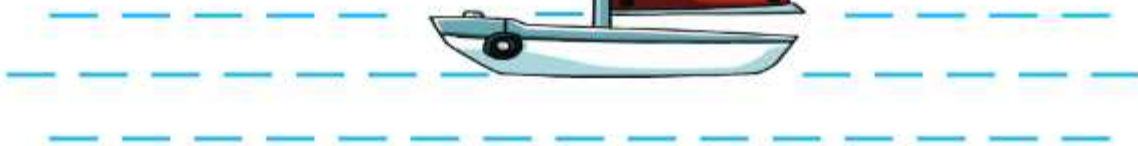
Nine Ten
A big fat hen



Draw the raindrops, one by one starting from the top till the bottom.



Make a paper boat and try to float it on water, Draw water beneath the boat.



Let's join water and rain drops.



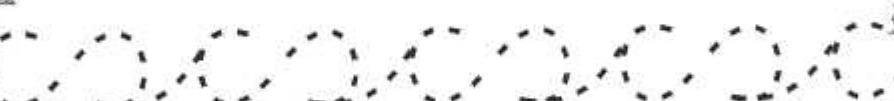
Note

Before telling the story while teaching numbers, the teacher will draw rain-drops and water flowing under the boat.

Make tail of the cat with the help of your pencil using circular motion.



Help the crow to reach its nest.



Note

The teachers will encourage the students to complete the page with both the activities by using story-telling method and make students do this on their note-books.



One One One
Our nose is One



Colour it



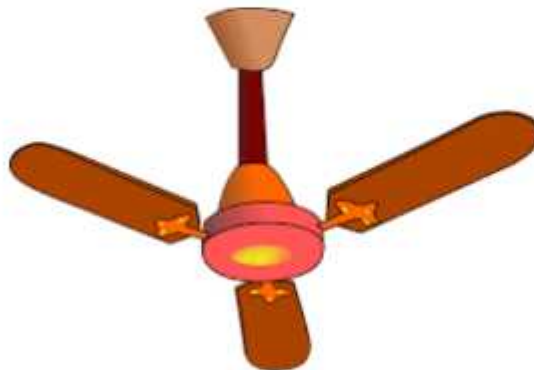
Two Two Two
Our eyes are two



Colour it



Three Three Three
Blades of fan are three



Colour it

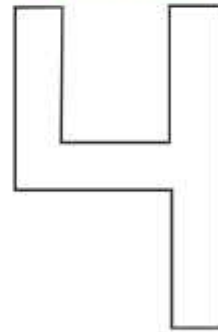




Four Four Four
Legs of chair are four



Colour it



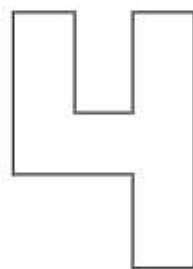
Five Five Five
Fingers of our hand are five



Colour it



Colour these



Oral knowledge of numbers 1 to 5



Count the fingers of your one hand.

How many fingers do you have on each hand ?

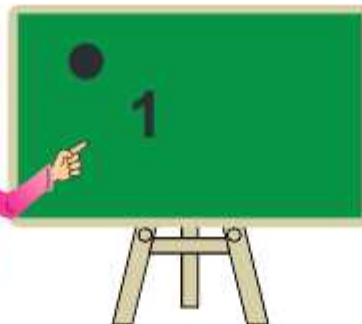


Let us learn counting with other objects.

5



What is this ?



1



1

Which digit is there on this card ?

1



Chintu



Show 1 on the number strip



Note

The teacher will tell about numbers with the help of fingers, solid objects, maan cards and number strip.

Counting and recognizing numbers 1 to 5



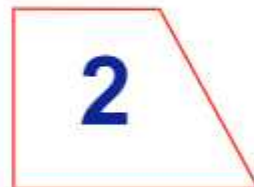
With fingers



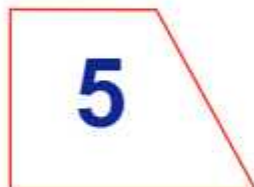
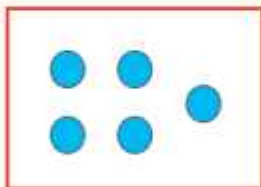
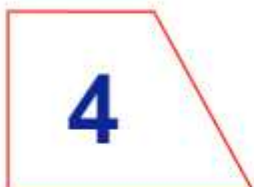
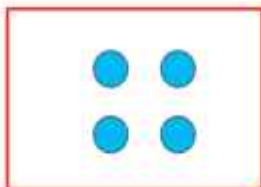
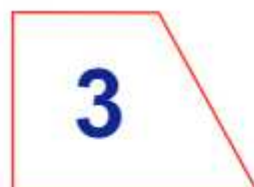
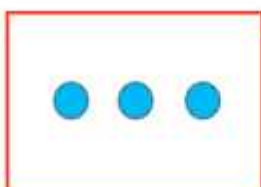
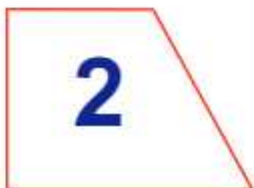
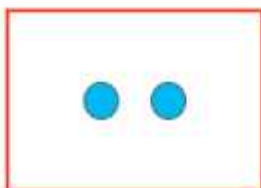
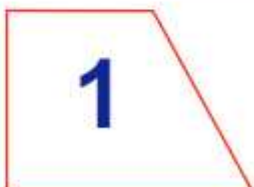
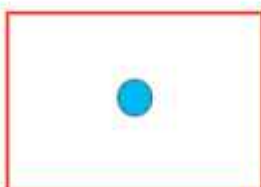
With dots



With objects



With man cards



Note

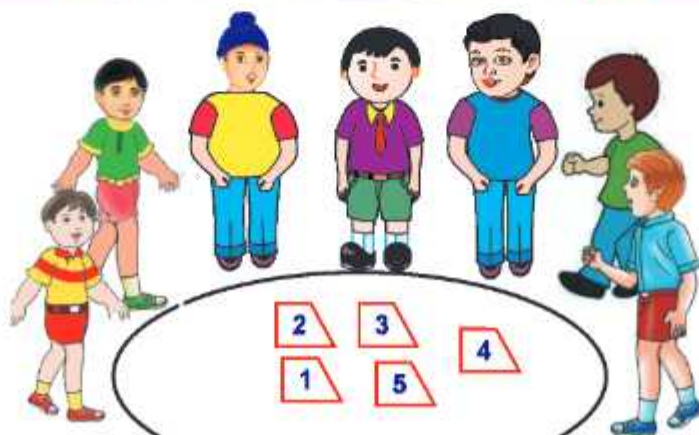
The teacher will tell the students to count different things using dots and fingers of their hands.



Take a jump



Take a jump and bring the card



Stand in order
according to numbers



Note

The teacher will help the students to prepare maan cards. Give students different objects to count. It should be noticed by the teacher that counting and speaking of a number should be same. When a student speaks any of the numbers, same maan card should be shown at that time. Make a number strip on the floor and ask the students to jump on the given number. Make a circle of the students and ask them to bring a maan card from the cards that are lying inside the circle.



Let's do

Count the balloons, recognize and match with the numbers



5

3

1

2

4

Draw objects of your choice


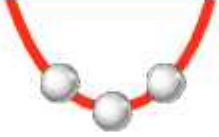







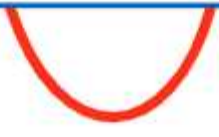
4	3	5	1	2



Note

The teacher will motivate the students to draw the objects, of their own choice.

Put bead/beads in the thread according to the dots shown on the face of the dice and match them with the digits.

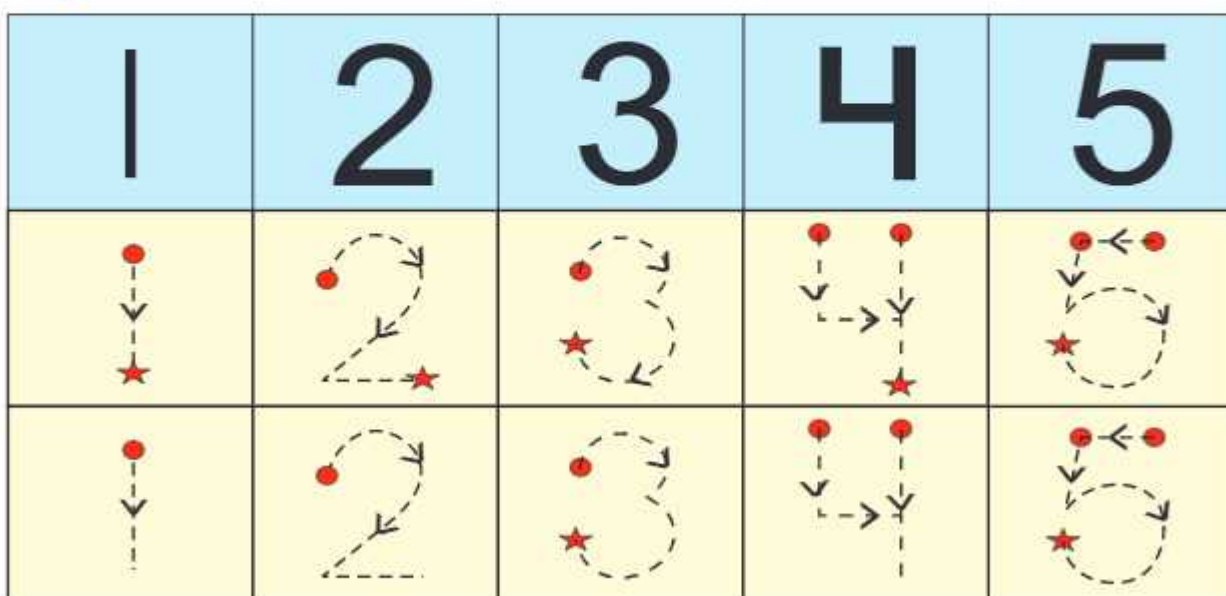
		5
		3
		1
		2
		4

Draw flowers in the pots as described :

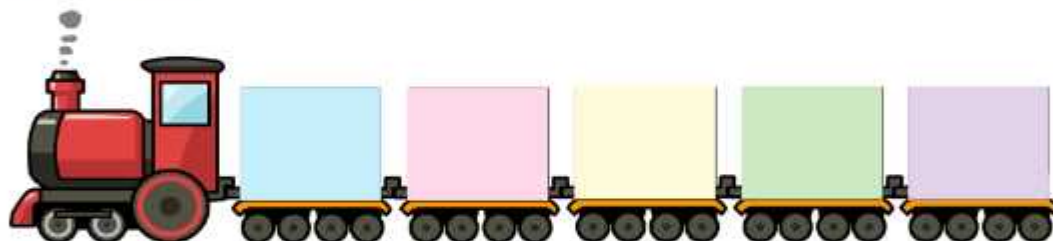
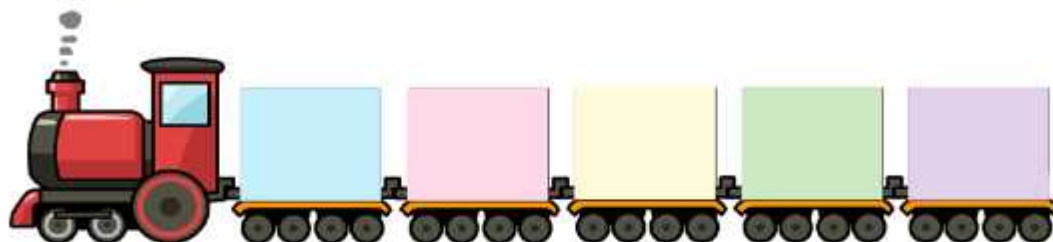




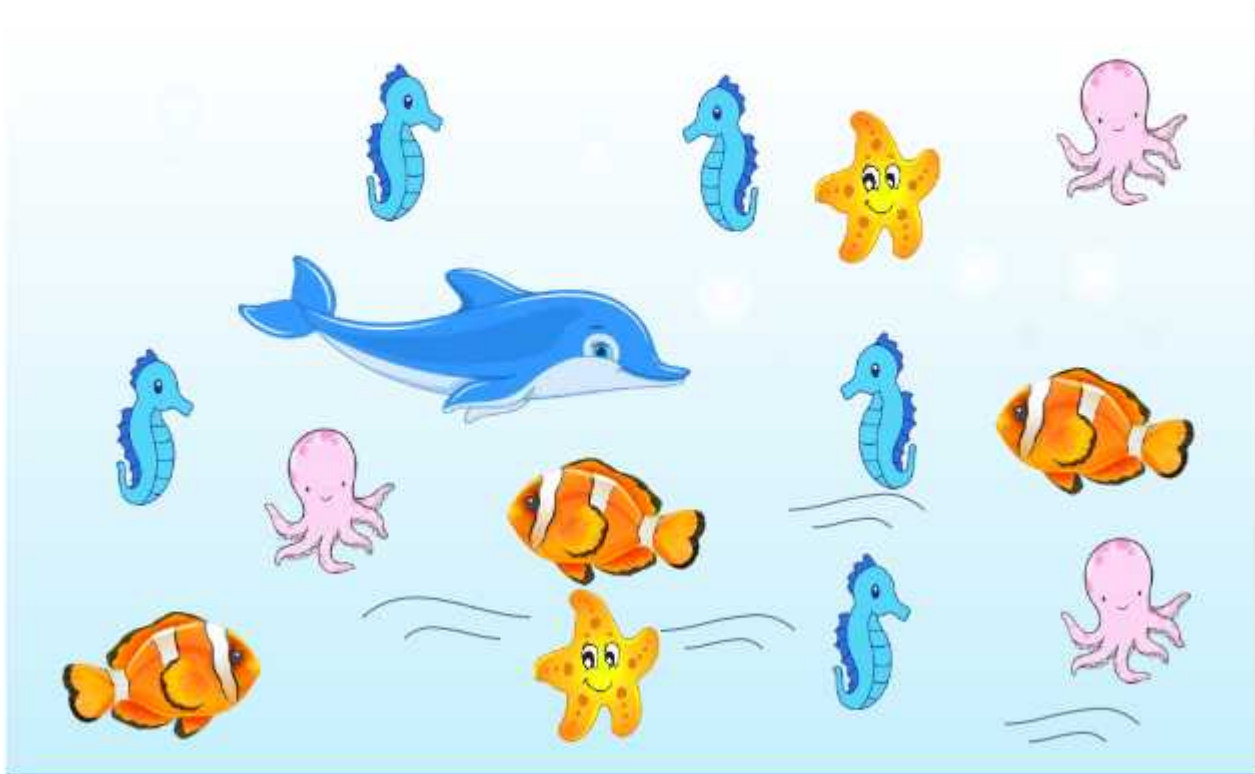
Start from the dot and move towards the star to get beautiful numbers.



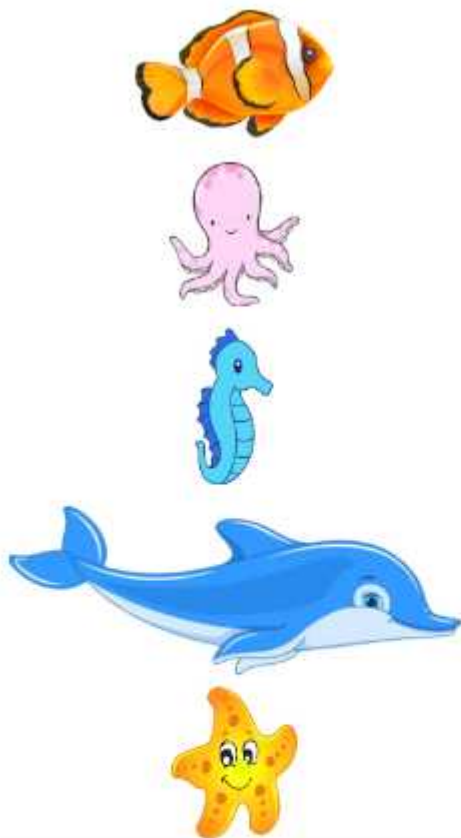
Write number 1 to 5



The teacher will tell the students to do practice of these numbers in their note book.

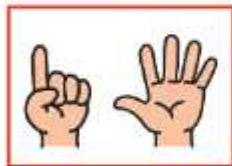


Count the sea creatures and write the number in the mentioned box.

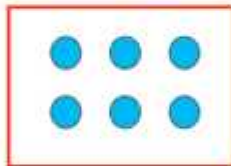


Let's learn

Oral knowledge of number 6 to 9



With fingers



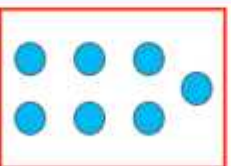
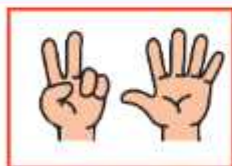
With dots



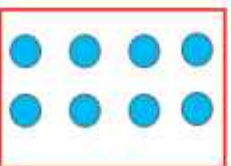
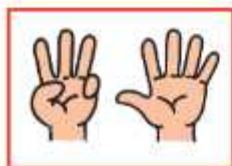
With objects

6

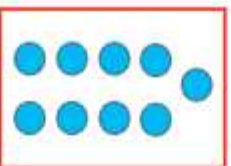
With maan cards



7

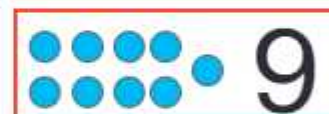
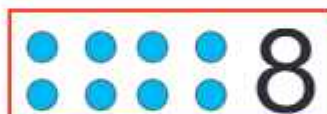
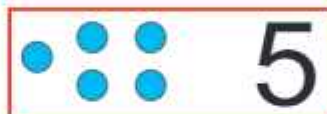


8



9

Recognition of numbers 1 to 9



Note

When the student starts counting objects from 1 to 5 and able to recognise and write the numbers from 1-5, teach them to count the numbers from 6 to 9 with the help of objects, dot cards. They can also use maan cards and number line while counting.



Take a Jump



Take a jump and bring the card



Stand in order
according to numbers

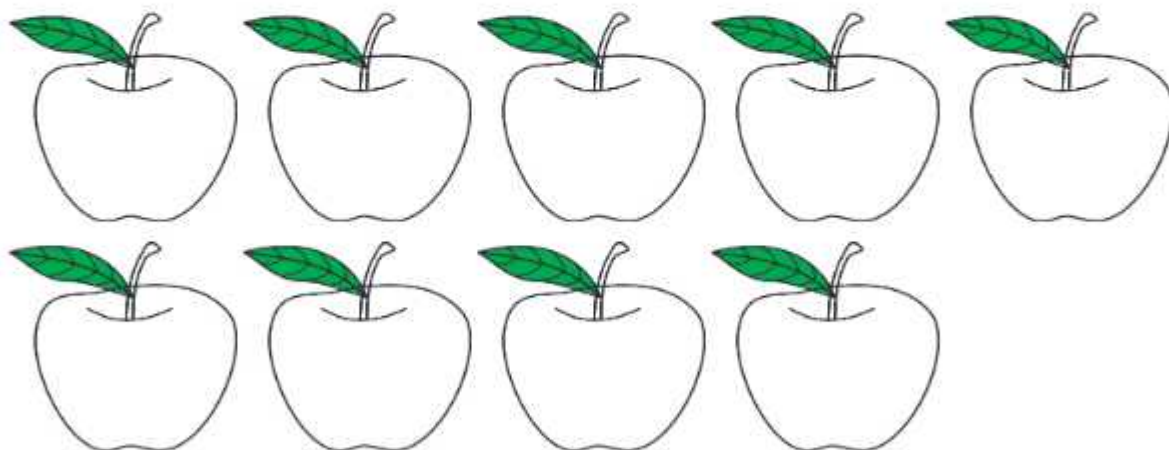


Note

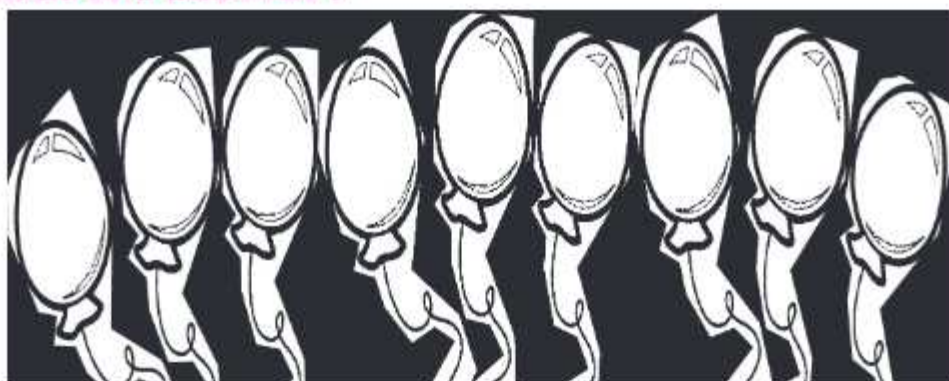
- The teacher will speak any of the number from 1 to 9 and ask a student to jump on that number.
- Make a circle of the students and ask them to bring a maan card 1 to 9 those are lying inside the circle.
- The teacher will distribute maan cards to the students from 1 to 9 and ask them to stand in order according to the maan card.



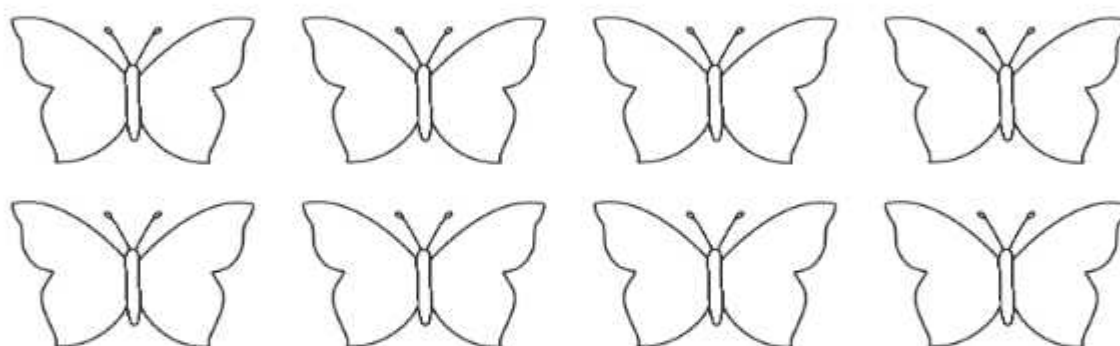
1. Fill colour in 6 apples :



2. Fill colour in 8 balloons :



3. Fill colour in 7 butterflies :



Note

The teacher will tell the students to pick things from a box containing different things like 8 leaves, 6 ice-cream sticks, 4 beads etc. from the

4. Put beads in the thread according to dots as shown on the face of dice and match them with the digits.



5



6



4



2



3



9



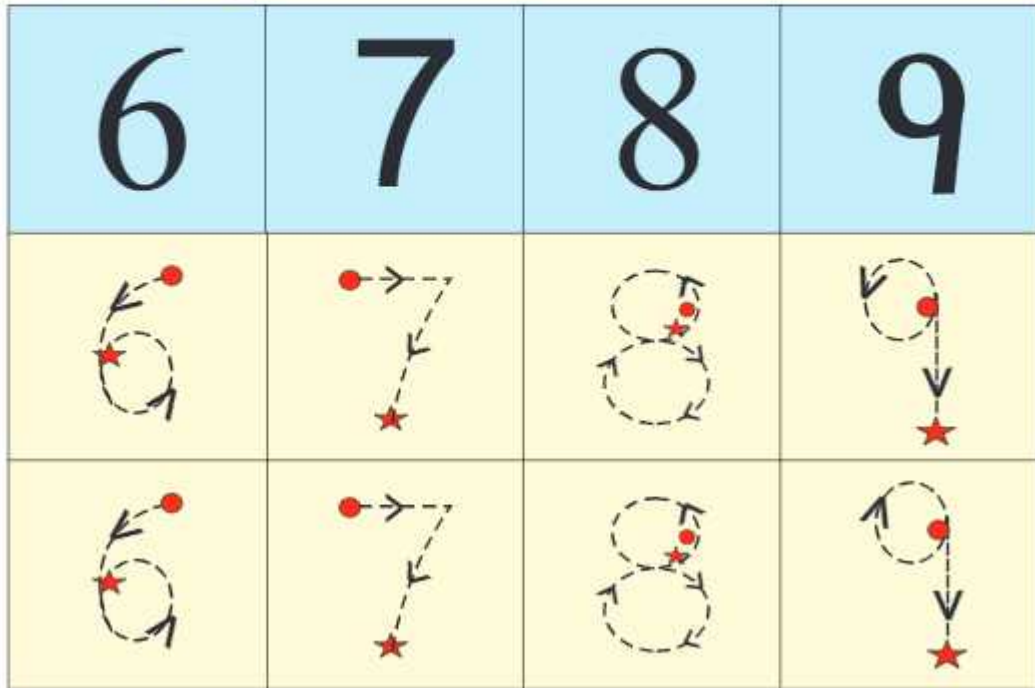
8



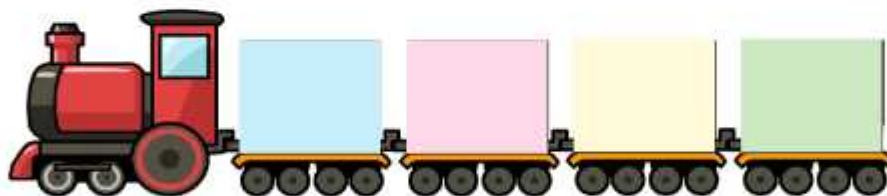
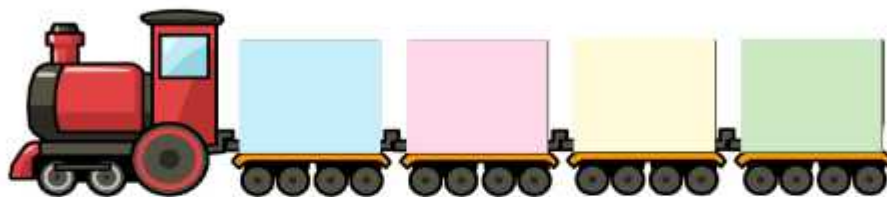
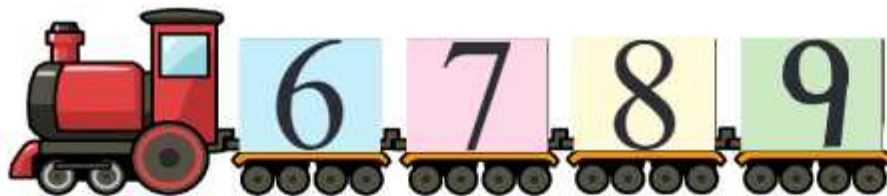
7



Start from the dot and move towards the star to get beautiful numbers.

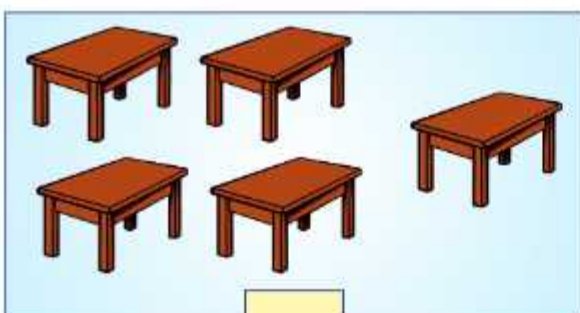
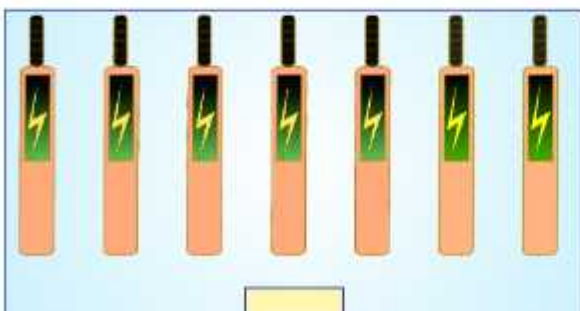
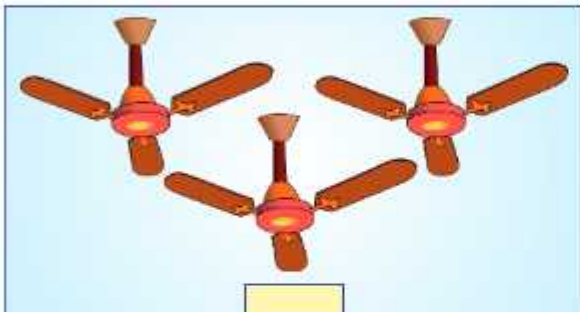


Write numbers 6 to 9 :

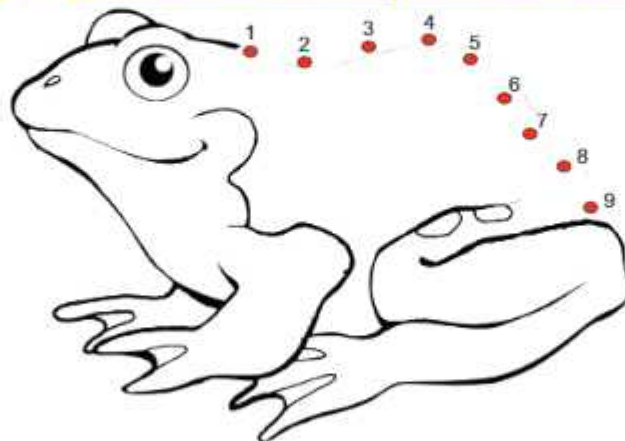


The teacher will tell the students to do practice of these numbers in their note book.

Count and Write :



Join the numbers in serial order and decorate the picture with colours.



Activity

Just before, Just after



Who is standing just after Simran ?

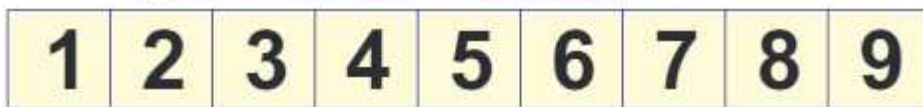
Kuljeet

Who is standing just before Pinki ?

Kuljeet

Who is standing between
Simran and Pinki

Kuljeet



Look at the number strip

What comes after 7 ?

6

What comes after 8 ?

9

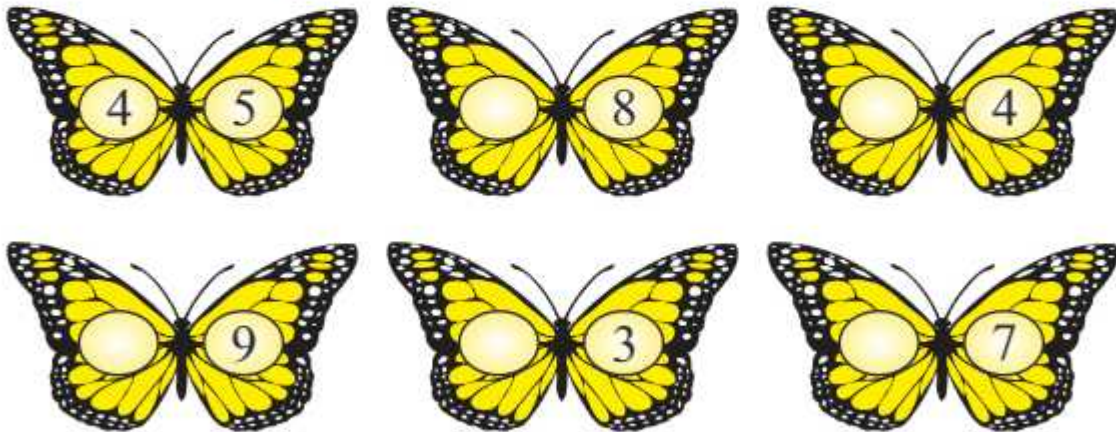
Very good



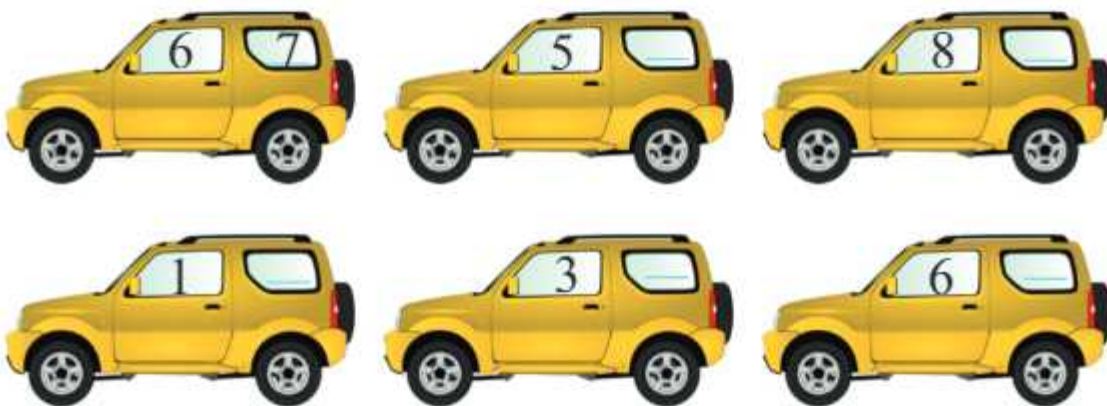
What comes before, what comes after,
what comes in between.
let us try to understand it
and know about
forward backward counting.



1. What will come just before ?



2. What will come just after ?



3. What will come in between ?



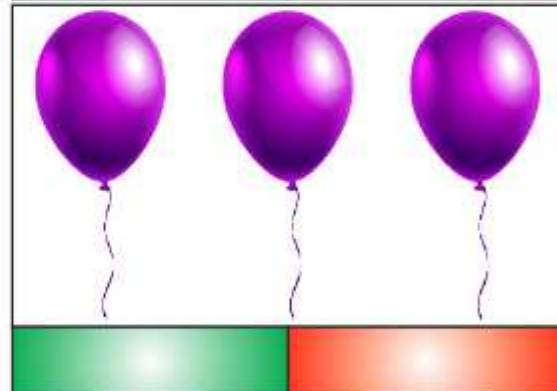
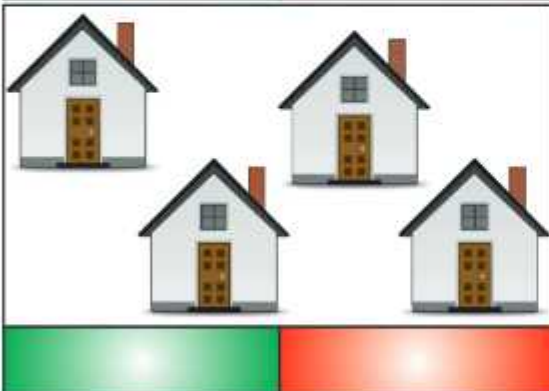
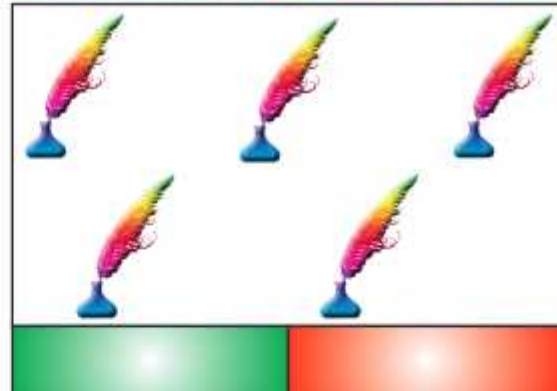
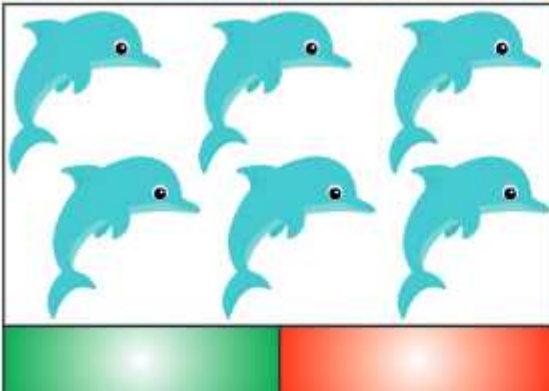
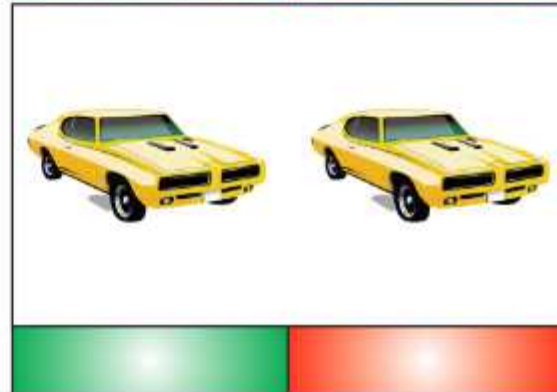
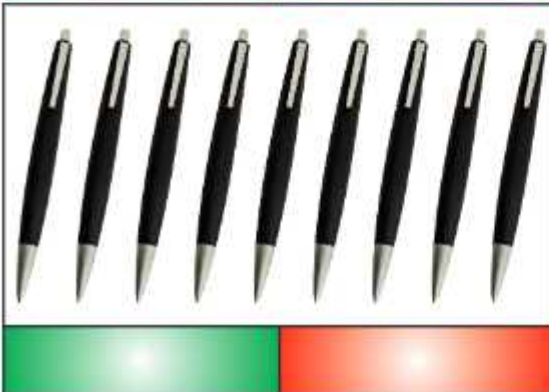
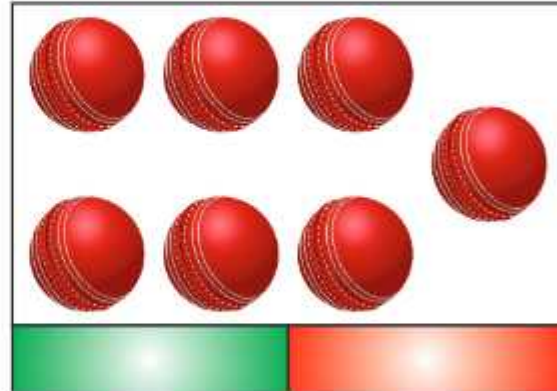
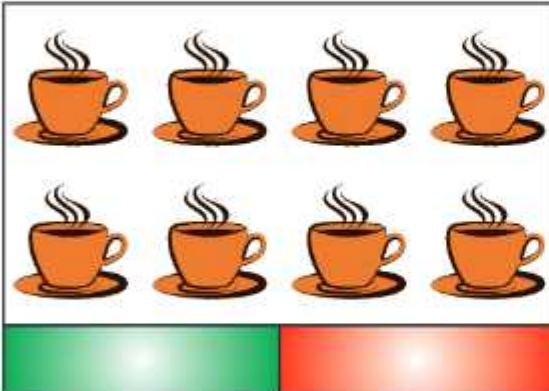
4. Count the objects and write the number in red box and write its next number in the green box.



Note

The teacher will explain to the students that they should count the objects and write numbers in the red box and write its next number in green box.

5. Count the objects and write the number in red box and write its previous number in green box.



Let's learn

Comparison of digits

The teacher will take some chalks in his/her hand and will ask the students to estimate the number of chalks he/she will ask the students to tell which hand has more number of chalks and which has less number of chalks.



Let us see that which hand has more number of chalks.





Note

The teachers will ask the students to do the activity given above with different objects and different quantity. The teacher will tell the students about greater or smaller numbers on blackboard.



After matching each one of the things in the boxes below, find more or less.

Put a (✓) on the box having more and put a (×) on the box having less.

1.



	✓
	×

2.

	×
	✓



1.

	<input type="checkbox"/>
	<input type="checkbox"/>




2.

	<input type="checkbox"/>
	<input type="checkbox"/>

More/Less objects
in the groups

Let's learn

Tick (✓) the things which are less than 5 in number.

	
	
	✓



1.

Tick (✓) the things which are more than 5 in number.









2.

Understand the greater and smaller number and encircle the greater number









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

3.

Understand the smaller and the greater number and encircle the smaller number



9	6	3	5	9	2
					
7	5	4	6	2	27
					



Note

The teacher will make his students understand that they should respond more or less objects by counting and then the students will encircle the greater or smaller numbers.

Let's learn

Equal

Five fingers of left hand

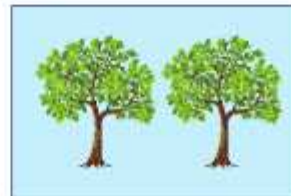
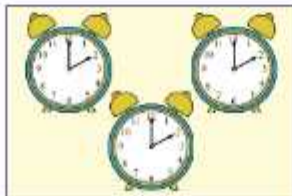


Five fingers of right hand



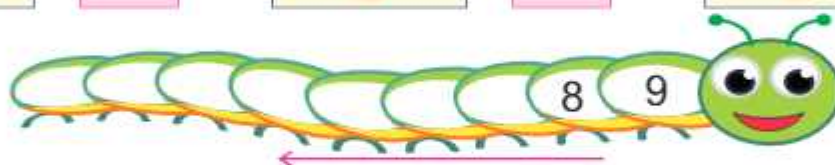
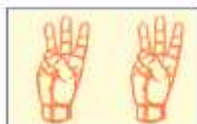
It is neither more or less

These are equal



Let's do

Count and write backward counting from 9 to 1 :



Note

The teacher will explain the concept of backward counting by moving backward while counting with his foot steps. Then the teacher will impart the concept of backward white counting with the help of fingers/objects by subtracting.



Join the points by backward counting and help Avneet to reach his uncle's house

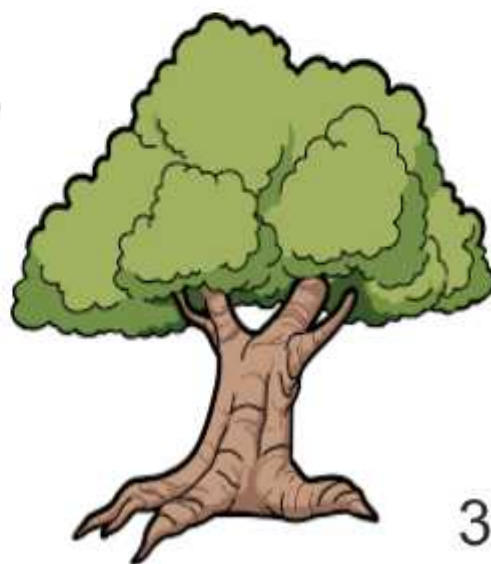


Avneet Singh

9.

7.

5.



3.

8.

6.



4.

2.



Note

To reach at uncle's house touch all the numbers through backward counting written here and speak them loudly. The condition is that these numbers should be joined by lines and care must be taken that lines should not cut or intersect each other.

Activity

Knowledge of zero

How many pencils do I have ?

2 pencils

After keeping one pencil aside.

Now how many pencils do I have ?

1 pencil

After keeping one pencil aside

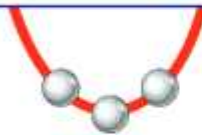
Now how many pencil do I have ?

Nothing

In number, if we have nothing then it means we write it as '0'



How many books are on table ?



.....beads



.....beads



..... flowers



.....flowers



.....mangoes



.....mangoes

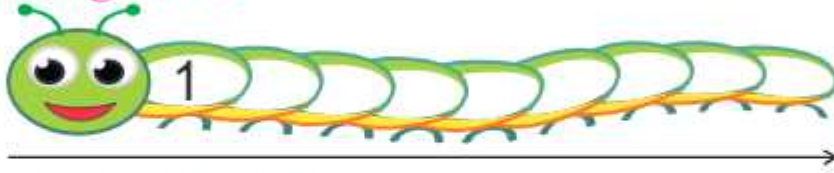


Note

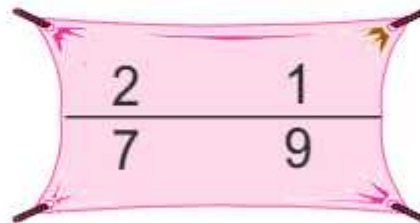
The teacher should explain the use of 'Zero' with the help of objects present in the school.

Worksheet

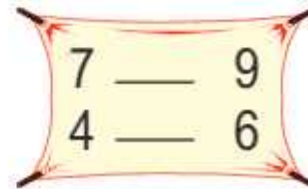
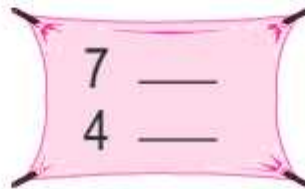
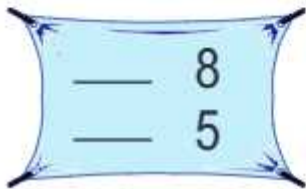
1. Write counting 1 to 9 :



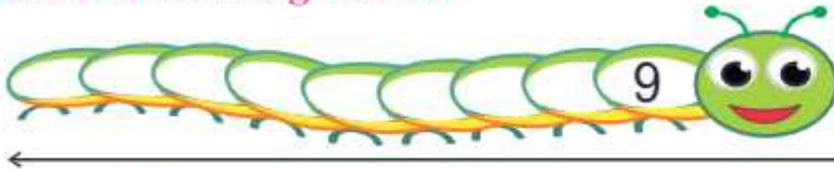
2. Encircle the greater number :



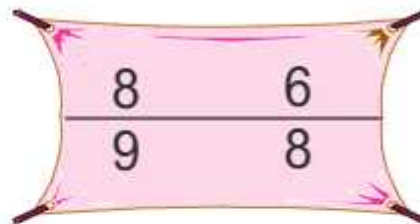
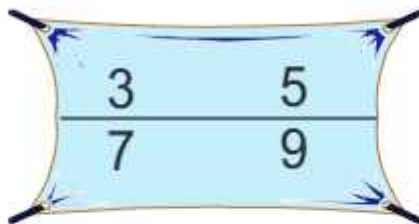
3. Fill in the blanks :



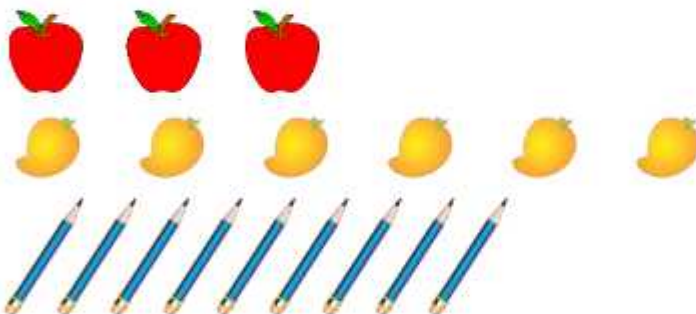
4. Write backward counting 9 to 1 :



5. Encircle the smaller number :



6. Count and write :



Jorh-Torh of Digits

Activity

One more

One green parrot suffering from flu
other pays a visit, now they are two



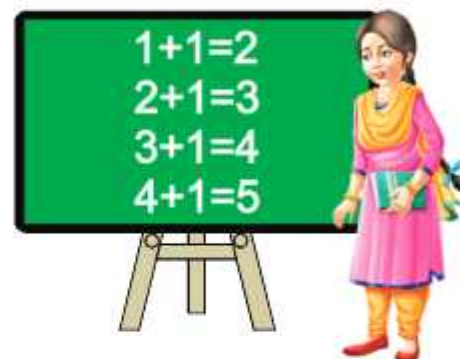
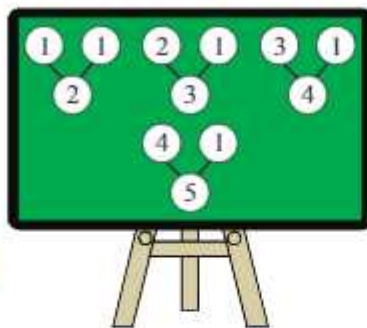
Two green parrots now sitting on the tree
another came to join them, now they are three



Three green parrots want a more
another came to give them, now they are four



Four green parrots looking for beehive
One came to tell them, now they are five



$$\begin{aligned} 1+1 &= 2 \\ 2+1 &= 3 \\ 3+1 &= 4 \\ 4+1 &= 5 \end{aligned}$$



Note

The teacher will do this activity with the student's participation so that they can understand the concept of one more. By reciting the above poem, the concept of one digit addition is imparted to students.

Activity

One less



Five pigeons on a tree want to eat more
One flew to eat something, rest left are four



Four pigeons are on a tree want to eat pea
One flew to eat it, rest left are three



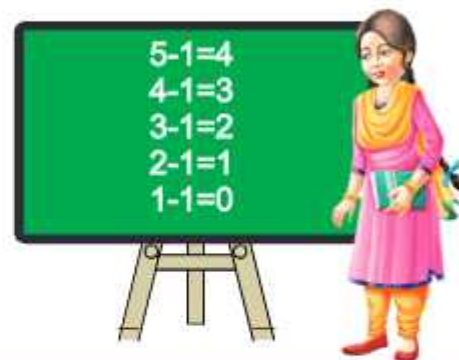
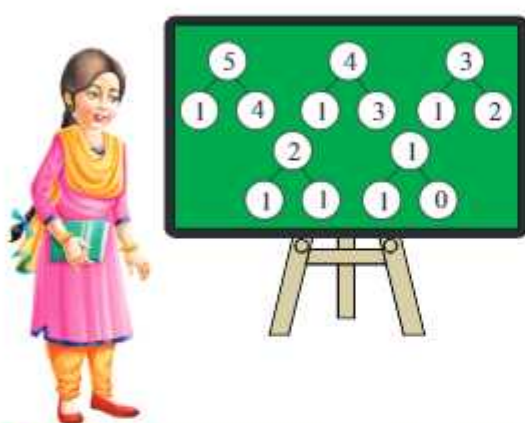
Three pigeons on a tree eating in queue
One flew to eat something, rest left are two



Two pigeons on a tree want to eat bun
One flew to eat it, rest left is one



One last pigeon now dancing like a hero
It also flew to eat something, rest left is zero



Note

The teacher will do this activity with the student's participation so that they can understand the concept of one less. By reciting the above poem, the concept of one digit subtraction is imparted to students.

Using the blackboard, the teacher will explain the concept of subtraction and also uses the sign of subtraction '-'

Activity

Jorh-Torh upto 5 with fingers :



Mam, I had one pencils
My mother gave me one more.
Now I have 2 pencils.



Yes, now tell me how
many fingers are raised
and how many fingers are folded.



2 raised

3 folded

Good, Let's count by
folding the fingers.



Count and write the fingers of your hand as shown by folding and then by raising and folding fingers.



Raised Folded



Raised Folded



Raised Folded



Raised Folded



Raised Folded



Raised Folded



Note

The teacher will raise his fingers one by one and then ask for counting of fingers in raising position and folding position. Repeat this activity many times so that the students are able to do jorh-torh numbers upto 5.

Activity

The concept of Jorh-Torh (add-split) with the help of sliding card :



How many dots are on the card ?



Now, how many dots are there ?



Mam, 5



Mam, 3



	Under the card	Outside the card
	<div></div>	<div></div>
	<div></div>	<div></div>
	<div></div>	<div></div>
	<div></div>	<div></div>
	<div></div>	<div></div>
	<div></div>	<div></div>

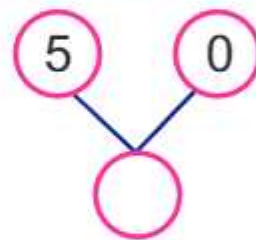
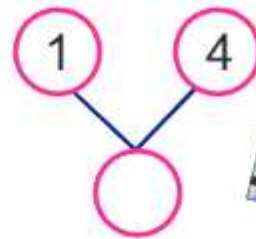
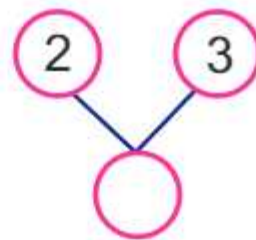
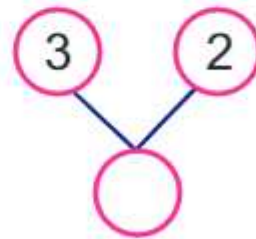
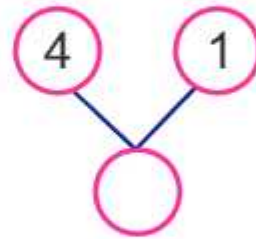


Note

Sliding cards are available at the end of the book. The teachers should cut these cards and ask the students for addition subtraction. To prepare sliding card and blank sliding card by using chart sheet as given in last pages. The teacher should use it for several days. The teacher will also ask students about the dots outside and below the slides.

Practical Activity

Jorh-Torh of 5 with solid objects :

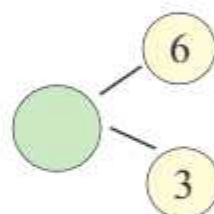
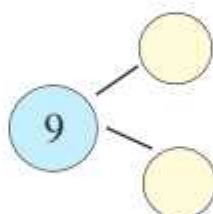
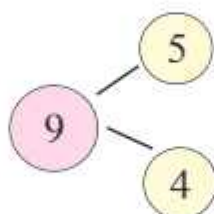
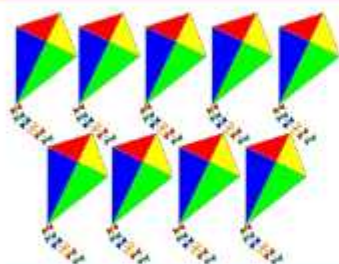
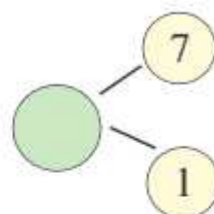
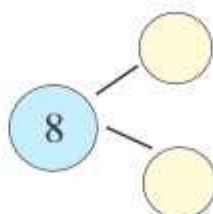
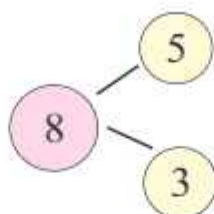
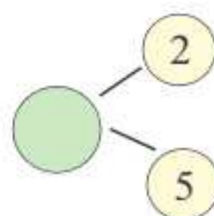
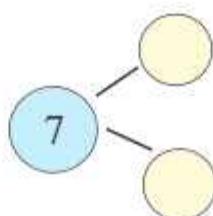
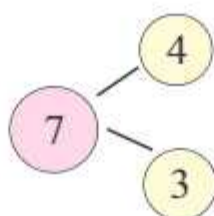
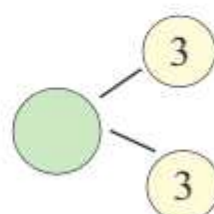
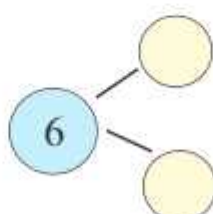
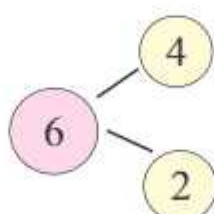
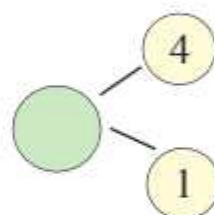
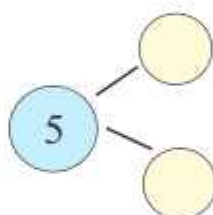
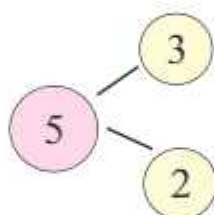


Note

The teachers will show 5 solid objects to the students by dividing them in both hands and will ask the students to do the same. They will also write it on the blackboard.



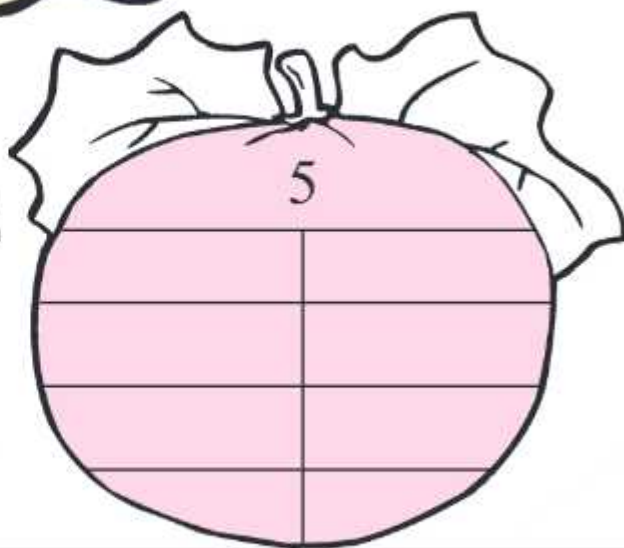
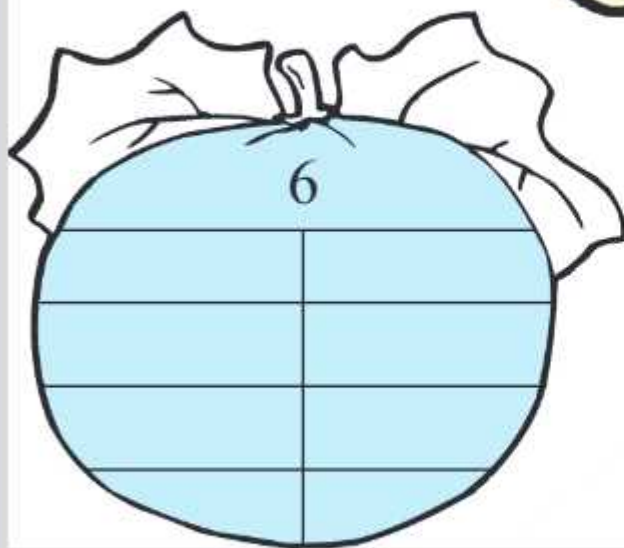
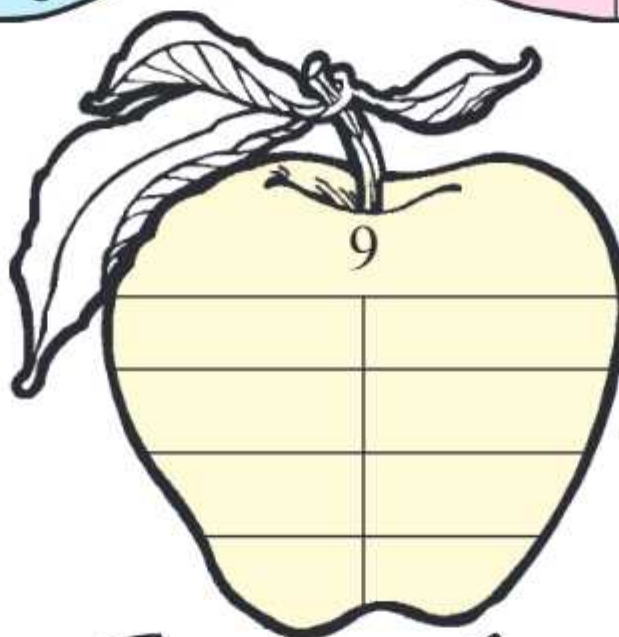
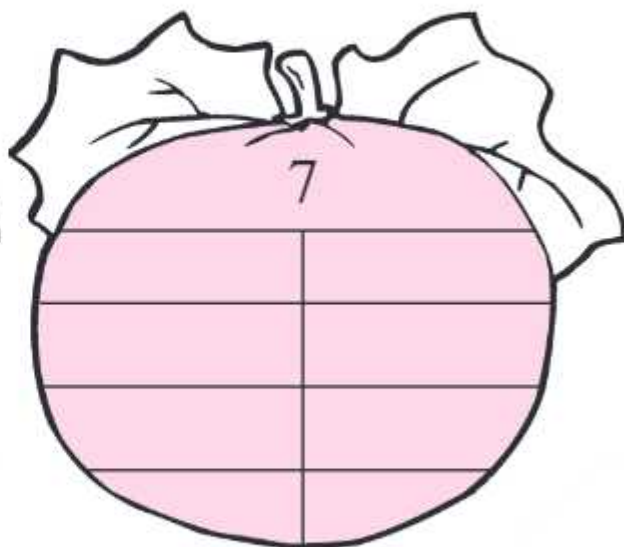
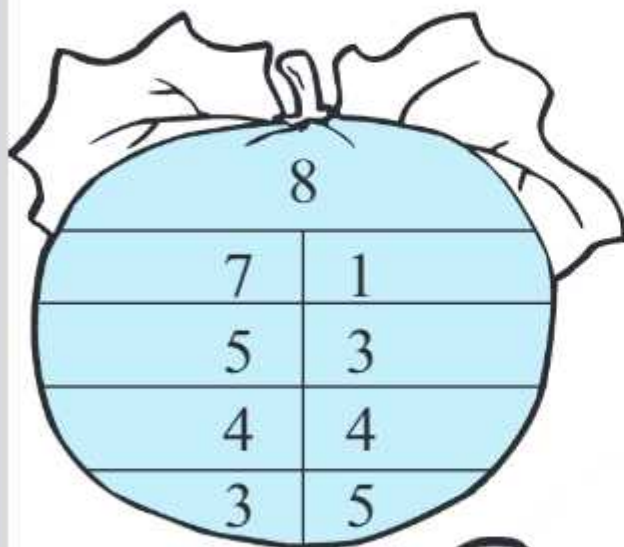
Jorh-Torh of 5 to 9



Note

The teacher will give solid objects like pencils, sticks etc. to the children ask them to do jorh-torh of the numbers 5 to 9.

Write the numbers in different ways.





Statement Sums



Let us understand, when we add or take out some pencils from the group of pencils, what will happen ?

1. Harjot has one pencil. Baljeet gave him one pencil more. How many pencils Harjot has now ?



$$1 + 1 = 2$$

2. Harjot has two pencils. He got two more, then how many pencils he has now ?



$$2 + 2 = 4$$

3. Harjot has 4 pencils. He gave two pencils to Baljeet. How many pencils Harjot has now ?



$$4 - 2 = 2$$

4. Baljit had 2 pencils. Lucky gave him 2 more pencils and Harjot gave 1 more pencil to Baljit. How many pencils does Baljit have now ?



2



2



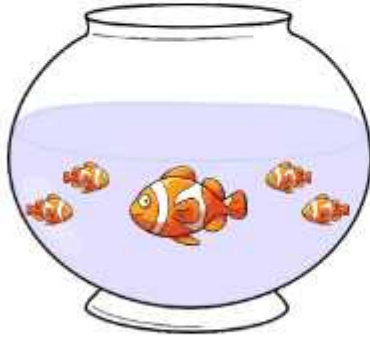
1



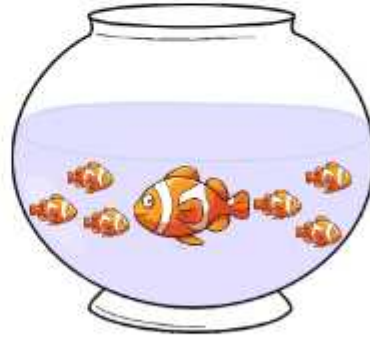
5



1. There were 5 fish in water. Two more fish are added. Now how many fish are in water ?



Fish



Fish

2. There were 5 birds on the tree. Four more birds came there. Now how many birds will be on the tree ?



Birds



Birds

3. Three children are playing on the slide. Two more children join them. How many children are there now ?




Children



Children

Let's learn

Addition to move forward by counting



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

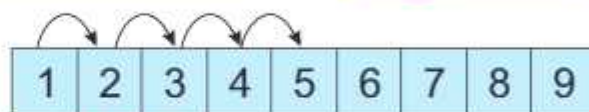
Method-

Step 1. Start with jump from number 1.

Step 2. Jump forward according to the numbers which we have to add.

Step 3. Now write the numbers by forward counting.

Step 4. $1 + 4 = 5$



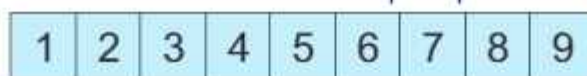
$$1 + 4$$




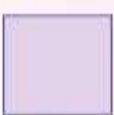

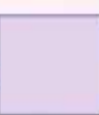



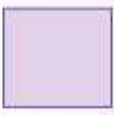




Let's do

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

$$1 + 4 = 5$$

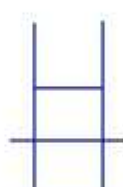
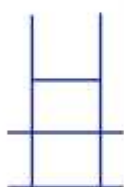


					
					
$+$		$+$		$+$	
<hr/>		<hr/>		<hr/>	
<hr/>		<hr/>		<hr/>	

$$4 + 1 = \square$$

$$1 + 3 = \square$$

$$3 + 1 = \square$$

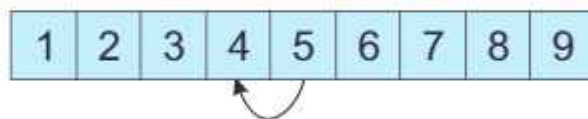
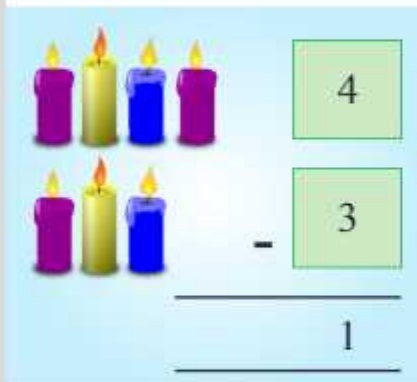


Note

The teachers will ask the students to solve sums according to the given number by counting forward on number strip.

Let's learn

Subtraction- to move backward by counting



Method-

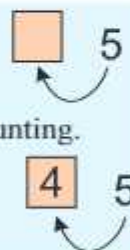
$$5 - 1$$

Step 1. Jump from the given number 5.

Step 2. Jump backward according to the number you want to subtract.

Step 3. Write the number by backward counting.

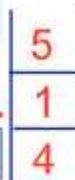
Step 4. $5 - 1 = 4$



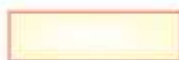
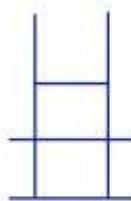
Let's do



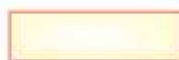
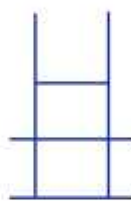
$$5 - 1 = 4$$



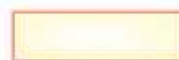
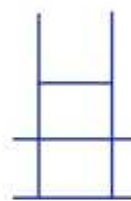
$$4 - 1 = \square$$



$$5 - 3 = \square$$



$$3 - 1 = \square$$



Note

The teachers will ask the students to solve sums according to the given number by counting backward on the number strip.

Let's learn

Properties of Addition - Subtraction

Let's do

By adding 1 we get the next (successor) number.

$1 + 1 = 2$

$8 + 1 = 9$

$5 + 1 = \boxed{}$

$4 + 1 = \boxed{}$

Addition of digits in any order, gives the same result.

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

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

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

When we add 0 in any number, we always get the same number.

$1 + 0 = 1$

$8 + 0 = 8$

$5 + 0 = \boxed{}$

$4 + 0 = \boxed{}$

When we subtract 1, from any number we get the previous (predecessor) number.

$2 - 1 = 1$

$8 - 1 = 7$

$5 - 1 = \boxed{}$

$4 - 1 = \boxed{}$

When we subtract two same numbers, we get 0.

$9 - 9 = 0$

$8 - 8 = 0$

$5 - 5 = \boxed{}$

$4 - 4 = \boxed{}$

When we subtract zero from any number, we get the same number.

$2 - 0 = 2$

$8 - 0 = 8$

$5 - 0 = \boxed{}$

$3 - 0 = \boxed{}$

If we add or subtract zero from a number.
We get the same number.

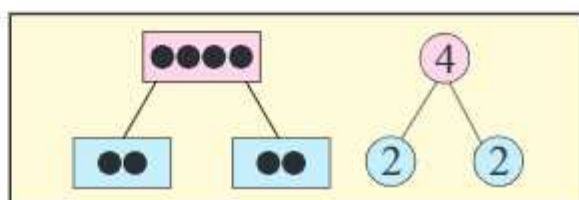
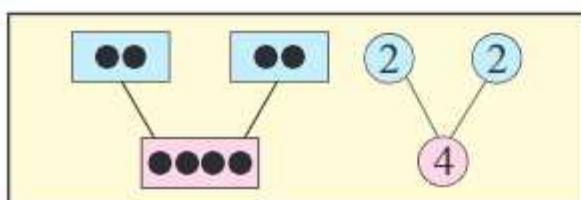
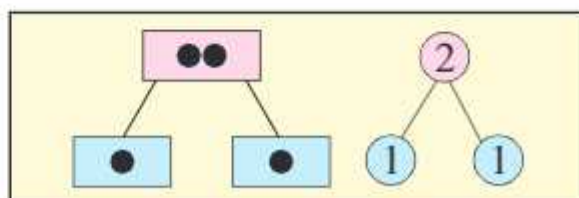
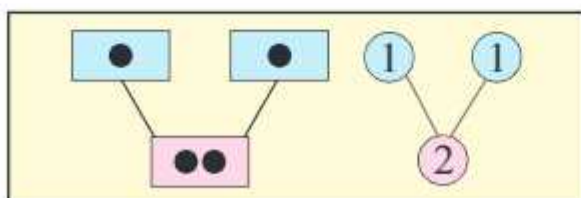


Let's learn

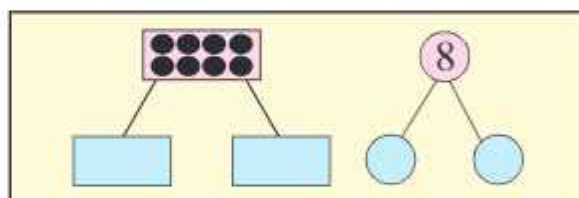
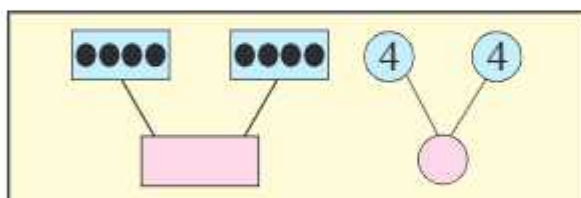
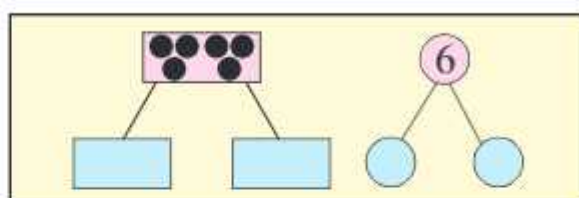
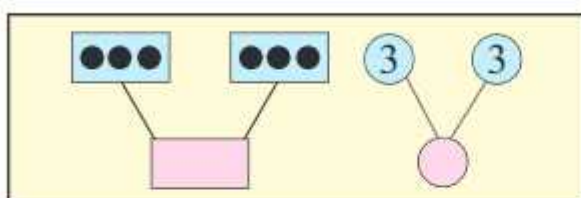


As many eaten by Aman,
same will be eaten by Raman.
Tell how many will,
be taken by Daman.

Anything fetched by Daman,
Divide in parts of two.
Raman also gets equal parts,
by making equal queue.



Let's do



Note

The teacher will make the students learn how to double any number and how to divide a number into two equal parts with the help of solid objects and a story.

Magical Game

- Objective :** Recognition of numbers.
- Material :** Marker, Chart.
- Method :** 1. Write as demonstrate below.

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

2. Ask the child to think of any number upto 9.
3. Ask the child to find in how many boxes can he find his number.
4. Then answer the question.
5. It is a magic for child.



Note

Count the boxes in which number comes. The number of boxes will be the answer.

Worksheet

1. Add :

$3 + 2 =$

$5 + 0 =$

$2 + 1 + 2 =$

2. Subtract :

$5 - 2 =$

$5 - 0 =$

$3 - 1 =$

3. Encircle the correct answer :



+



=

6

7

8



-



=

4

2

3

4. Fill in the blanks :

$1 + \square = 5$

$\square + 2 = 3$

$1 + 2 + \square = 5$

$4 - \square = 3$

$3 - 1 = \square$

$5 - \square = 4$

5. Think and do :

$5 + 1 =$

$6 + 2 =$

$6 - 1 =$

$6 - 5 =$

$8 - 2 =$

$8 - 6 =$



Note

The teacher will assist the students to practice the above given Addition-subtraction sums.

Things to Remember

- Smallest number of 1 digit = 1
- Greatest number of 1 digit = 9
- Sign of Addition '+'
- Sign of Subtraction '-'

We have learnt

Counting of numbers 1 to 9
(With solid objects and with fingers)



Reading, Counting,
Writing of numbers, forward/backward
counting, comparison of numbers
(Using fingers, sliding card,
solid objects and man card)



Forward Counting, Backward
Counting and in between of numbers
(By activities)



Comparison
(With solid objects)



Addition - Subtraction upto 9



Addition - Subtraction of 1 digit numbers

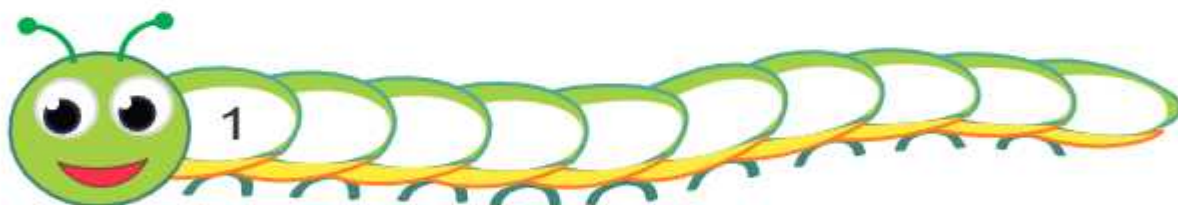
(Estimate, oral type, word type problems using a number strip.)

Objectives

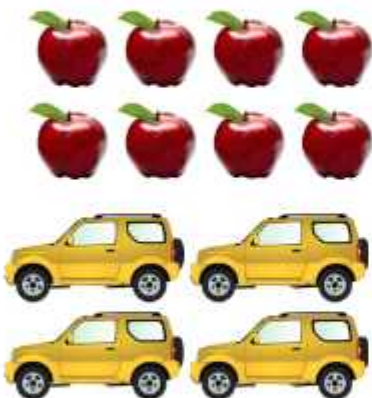
- To enable the students to understand the counting of numbers 10 to 20.
- To enable the students to write numbers in serial order. Understanding of before, after and in between the numbers.
- Counting of numbers upto 20.
- To count the objects with the help of these numbers.
- To collect the objects in groups of 10 and consider it a group.
- To develop the vocabulary of tens and ones.
- To show the group of tens and ones by picture.
- To count the number of tens and ones in the number.
- To write the numbers 10 to 20 in words.
- To train them to add one digit numbers orally.
- To train them to solve the word problems related to addition-

Do you remember?

a. Write counting from 1 to 9 :



b. Count and write :



c. Encircle the smaller number : **d. Encircle the greater number :**

4	7
1	2
3	5

8	7
3	5
9	4

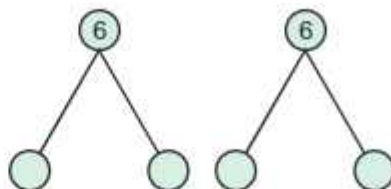
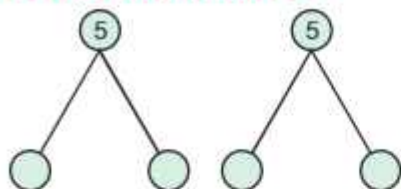
e. Fill in the blanks :

_____	7
_____	5
_____	9

6	_____
8	_____
7	_____

4	_____	6
3	_____	5
1	_____	3

f. Fill in the blanks :



g. Solve with the help of a number strip :

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

$3 + 2 = \square$

$5 - 2 = \square$

$5 + 0 = \square$

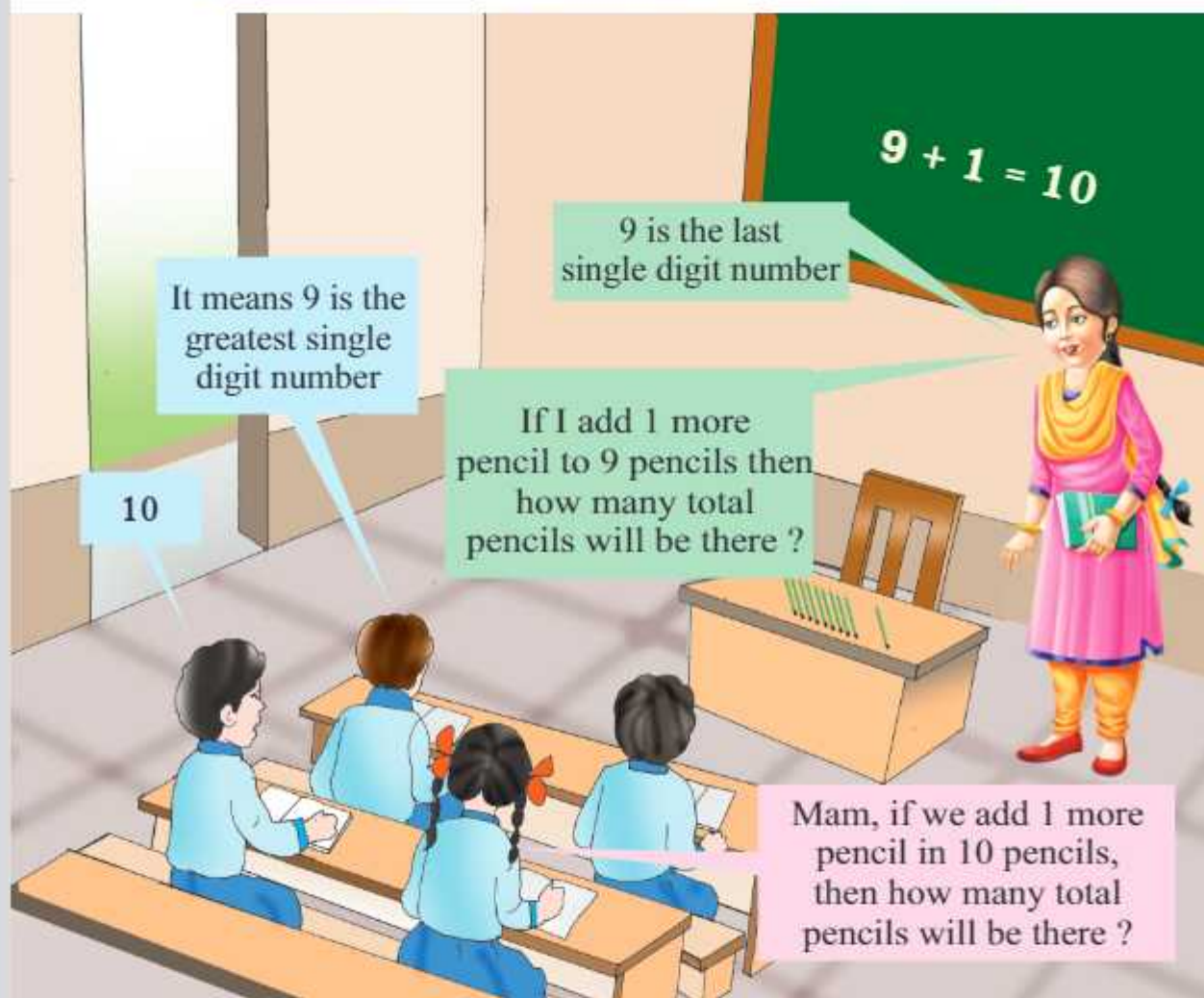
$9 - 6 = \square$

h. Write Dodging counting :



Let's learn

First step towards 10 to 20



Let us try to know about it with pencils, currency notes, abacus and maan card.

Let's learn

Writing of numbers 10 to 20 in serial order and count them with the help of objects :

Dots	Objects	Maan Cards	
		10	
		10	1
		10	2
		10	3
		10	4
		10	5
		10	6
		10	7
		10	8
		10	9



Note

The teacher will make understand his students the concept of 10 to 20 with objects, dots and maan card.

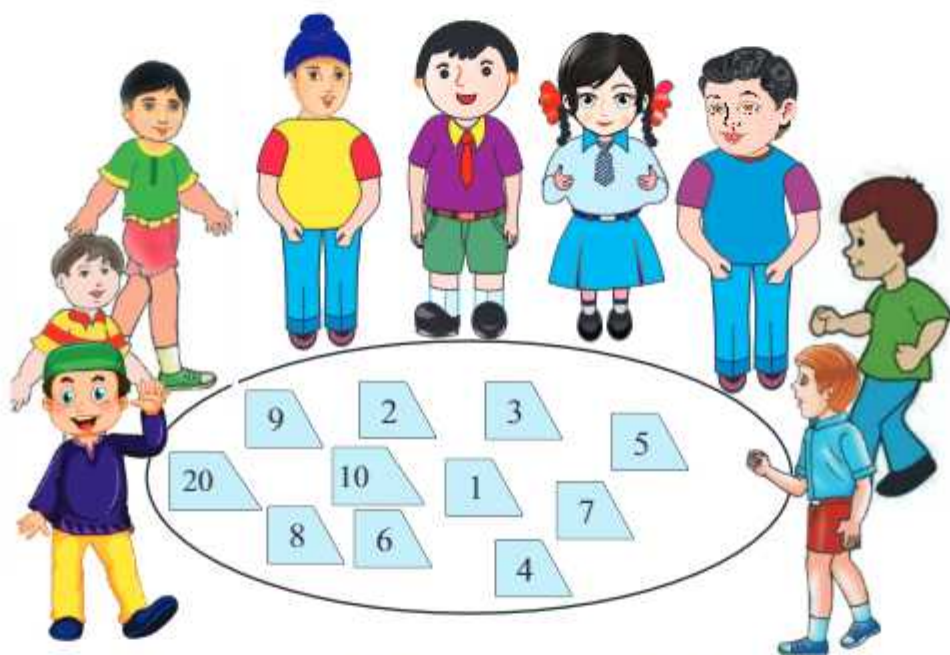


Make a jump



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Make a jump and bring the card



Stand up in serial order

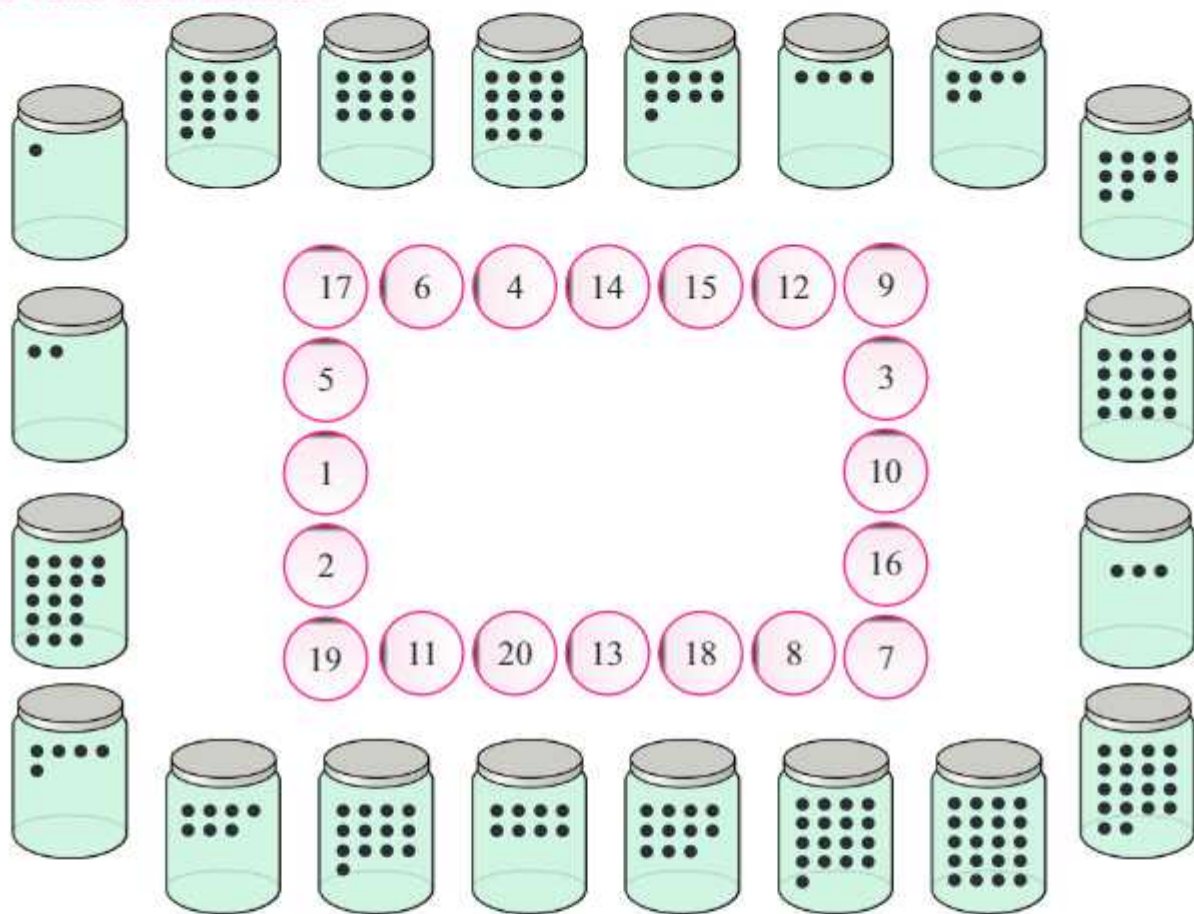


Note

- The teacher will count up to 20 with the help of solid objects, and then write 1 to 20 on earth and ask the children to make a jump on the given number.
- The teacher will ask the children to stand in circle and place maan cards at the center and then ask the children to make a said number with the help of these cards.



Count and match :



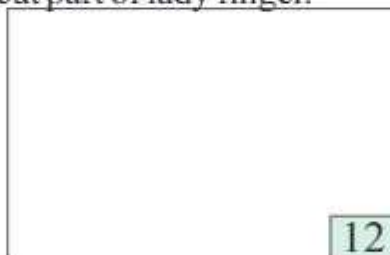
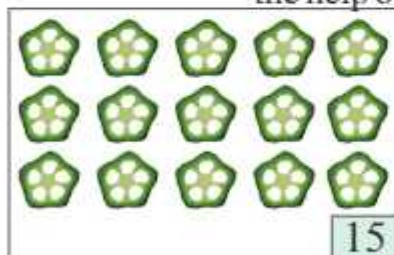
Practical activity

Objective : Understanding count the given objects

Material : Lady finger, colours.

Procedure :

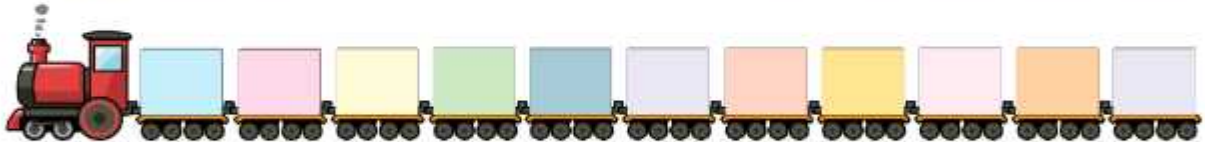
1. Cut the lady finger in 2 parts and give to children.
2. Dip the cut part of lady finger in colour and make impression in the given space.
3. Make the flowers according to the number given in the boxes with the help of cut part of lady finger.



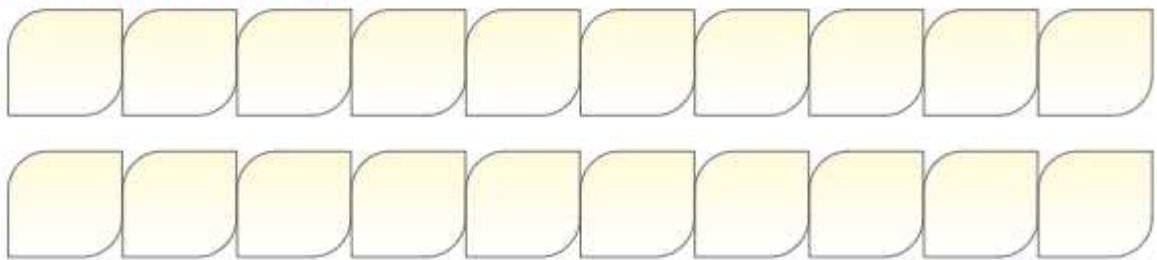


Let's do

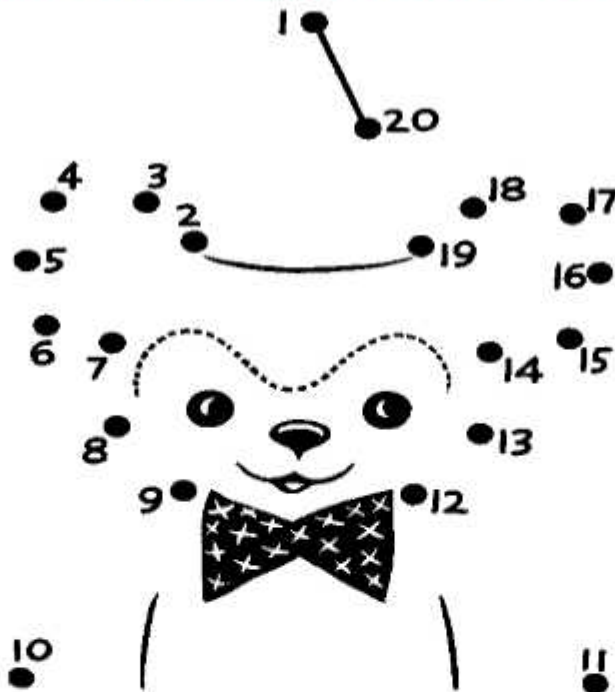
1. Write numbers 10 to 20.



2. Write numbers 1 to 20.



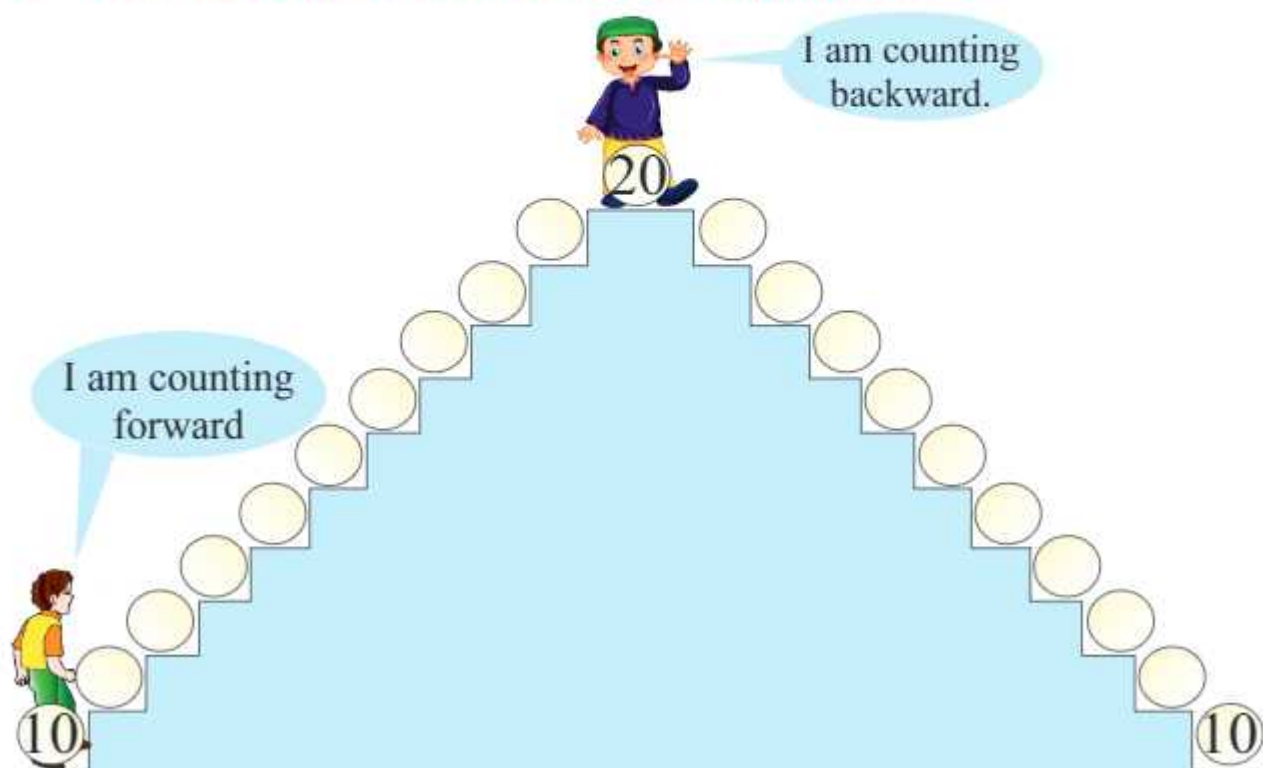
3. Join the numbers 1 to 20 in serial order and colour it.



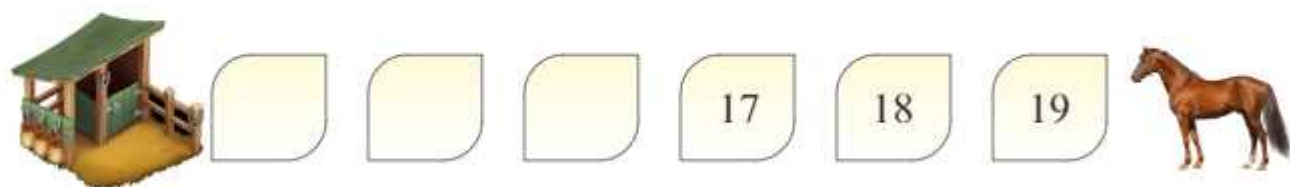
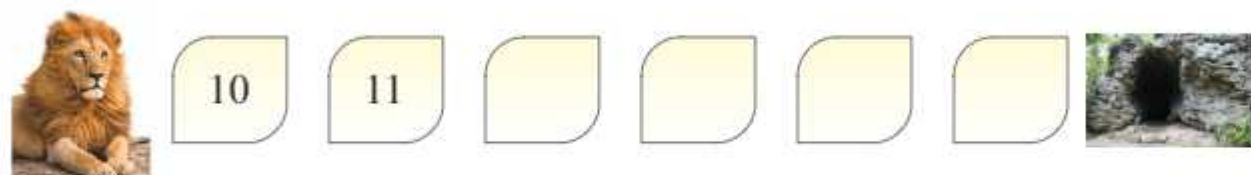
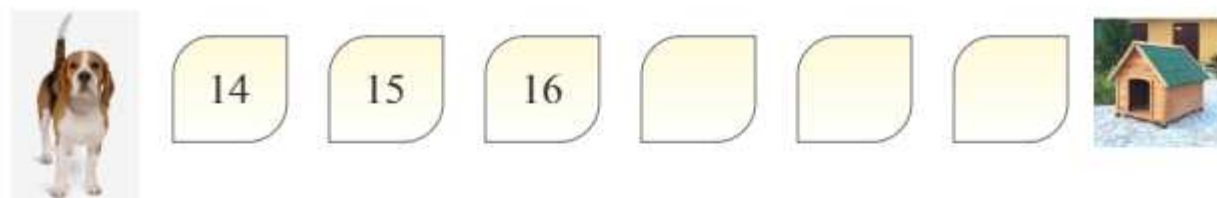
Note

The teacher will ask the students to write counting as shown in boxes.

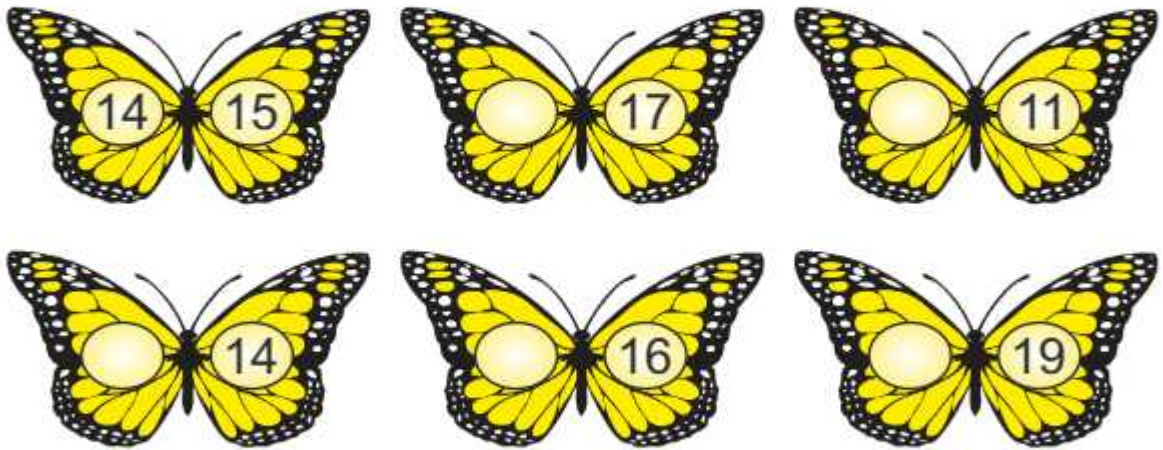
4. Write forward and backward counting of 10 to 20.



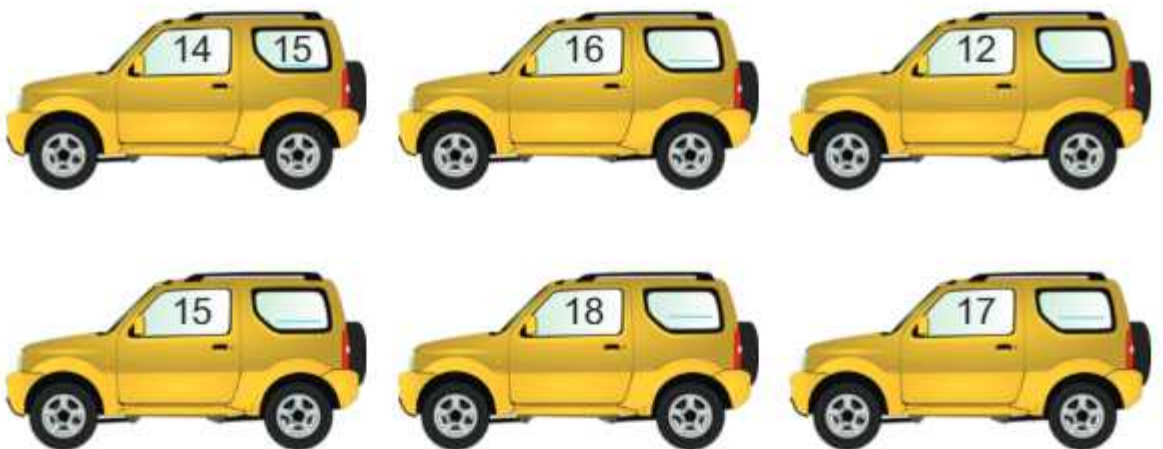
5. Complete the counting and help these animals to reach their homes.



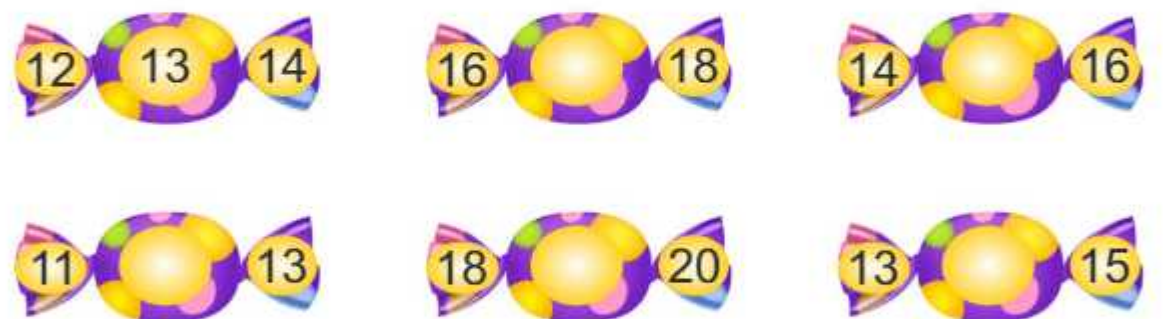
6. Write the number that comes just before :



7. Write the number that comes just after :

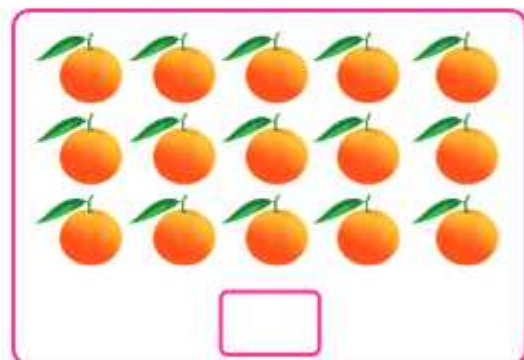
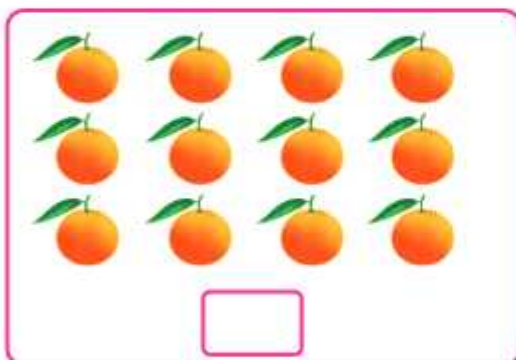
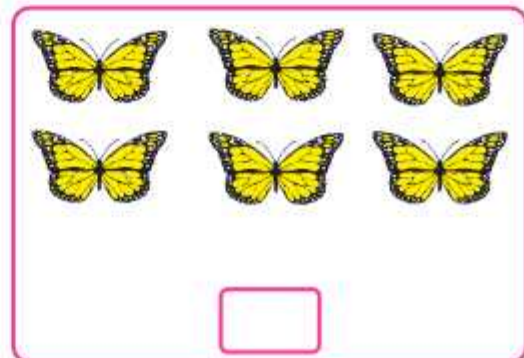
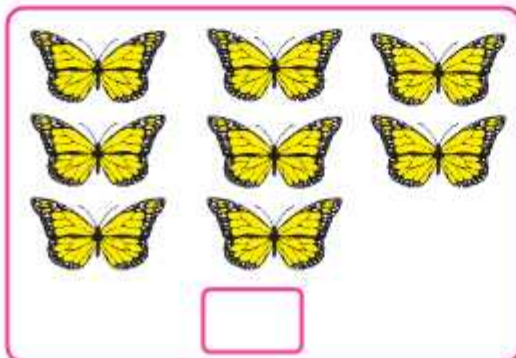
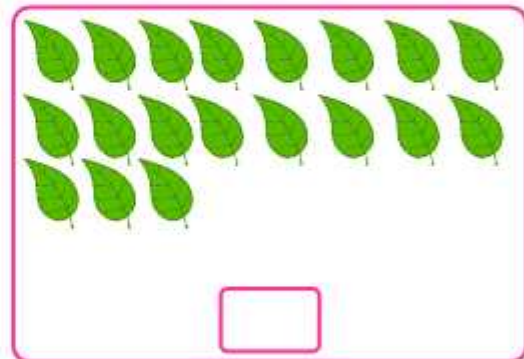
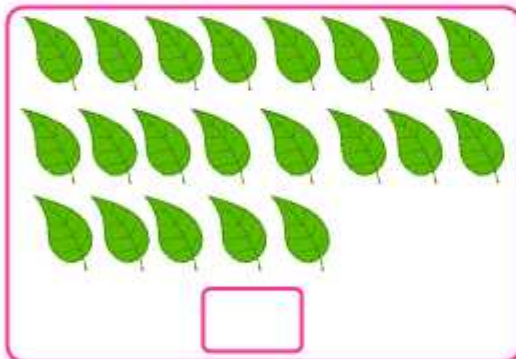


8. Write the number in between :



Comparison

9. Put a tick (✓) on more objects and cross (×) on less objects :

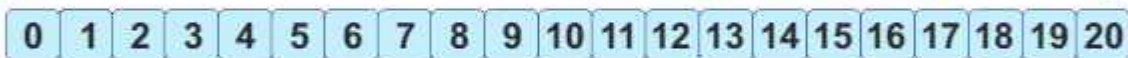


Comparison with the help of number strip



The number nearer to 0 is smaller than the other number.

The number far from 0 is greater than the other number.



10. Encircle the smaller number :

13	17
----	----



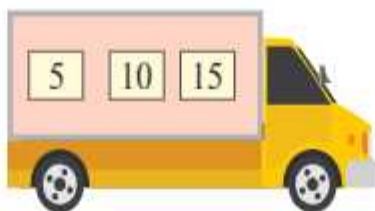
16	8
----	---



14	12
----	----



11. Encircle the smallest number :



12. Encircle the greater number :

7	17
---	----



19	15
----	----



13	10
----	----



13. Encircle the greatest number :



To move towards smaller from greater number

I am the youngest.
I am at first position.



Harpreet



Anshika



Vishal



Aslam

I am the
eldest.
I am at last
position.

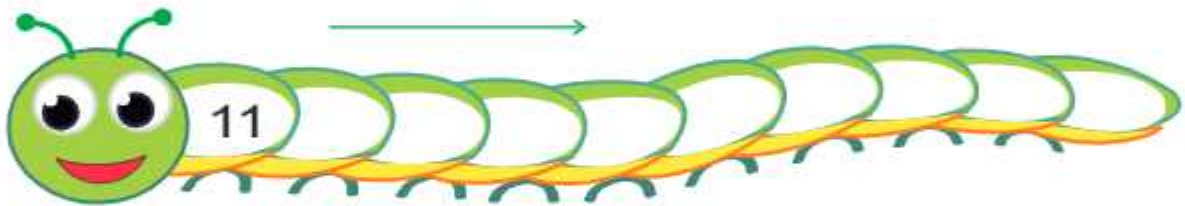


Look, Harpreet is of 6 years old. He is the youngest, so stood at 1st position. Look, Aslam is of 10 years old. He is eldest, so he stood at last position.

Now you write these given numbers from smaller to greater.



1. Write forward counting 11 to 20 :



2. Count and Write :





3. Write just before, just after and in between numbers :

(i)

___	10
___	12
___	18

(ii)

11	___
15	___
19	___

(iii)

10	___	12
13	___	15
18	___	20

4. Encircle the greatest number :

11	12	15
13	10	8

18	14	17
11	9	8

10	13	16
14	17	9

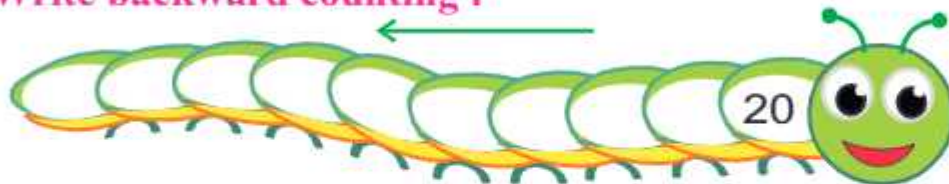
5. Encircle the smallest number :

15	12	10
17	14	16

11	14	15
18	11	19

9	8	16
7	15	5

6. Write backward counting :



7. (i) Add 2 matchsticks in the first group to make them more than those in the second group.



(ii) Add matchsticks in the first group to equal them to those in the second group.



(iii) Add matchsticks in the first group so that their number is 1 less than those in the second group.



8. Write from smaller to greater number :

12	9	13	17	→				
18	6	15	9	→				

9. Write dodging counting :



Activity

Jorh-Torh of 10 with fingers

How many fingers are there of my both hands.

Now how many fingers of my both hands are raised and folded.



6 raised

4 folded



Count and write the fingers as given below by folding then write by counting raised and folded fingers.



Raised Folded



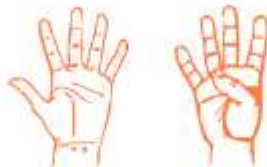
Raised Folded



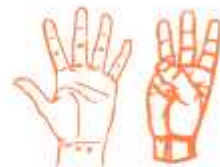
Raised Folded



Raised Folded



Raised Folded



Raised Folded



Note

The teacher will raise the fingers of one hand according to different number and ask from students about raised and folded fingers. The teacher will practise it many times and again with sliding card. By doing so make them to do jorh-torh of 10 and upto ten.

Activity

Understanding of 10 with sliding card

How many dots can you see ?

Now, how many dots can you see on card ?



How many dots are there below the card ?

7

3



	Below the card	Outside the card
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>



Note

The teacher will hide the dots on slider card of 10 dots given at the end of the book and ask the students to count these dots. In this way they will complete the activity.

Practical activity

Jorh-Torh of 10 with solid objects :

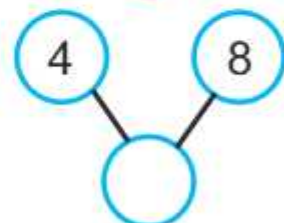
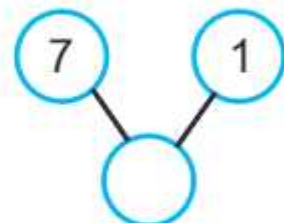
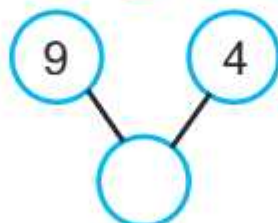
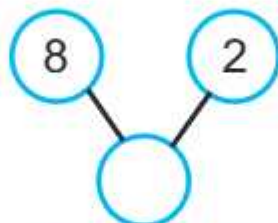
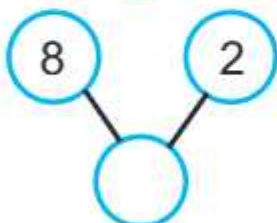
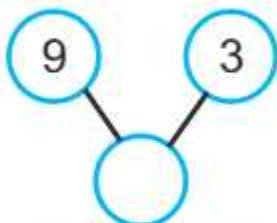
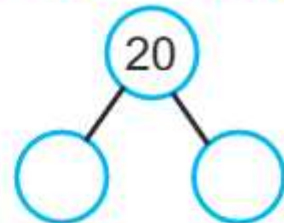
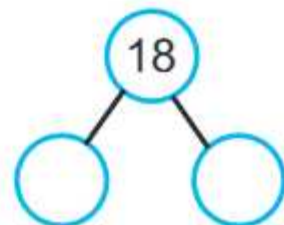
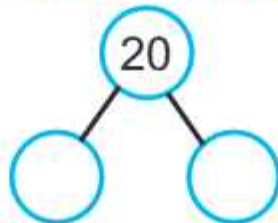
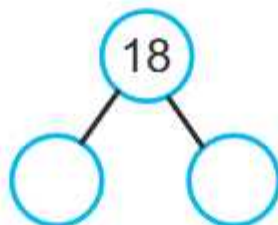
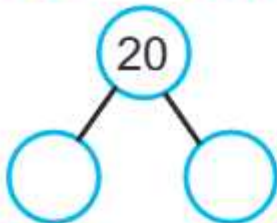
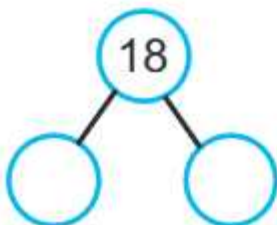
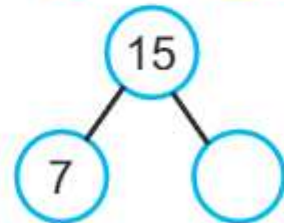
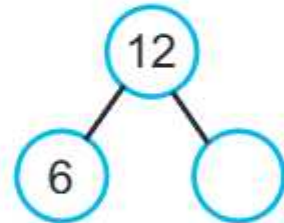
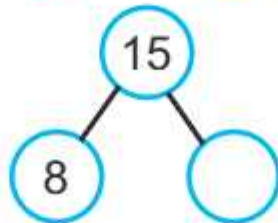
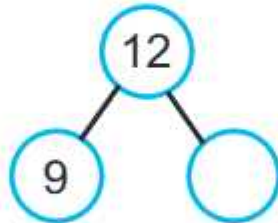
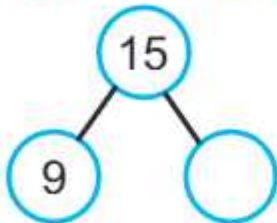
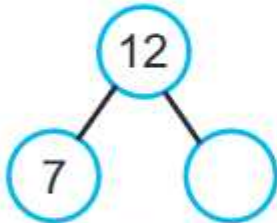


Note

The teacher will divide 10 solid objects in both of their hands and will ask the students to do the same and write it on the blackboard.



Jorh-Torh of numbers



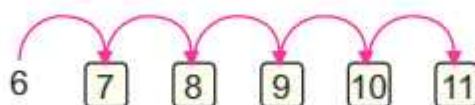
Let's learn

Addition on number strip

Addition on number strip by moving forward

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Rohit has 6 pencils. His father gave him 5 more pencils. How many total pencils he has now ?



$$6 + 5 = 11$$

Deepika's 8 books are on the table, 4 books are in her school bag and 2 books are lying on the chair. How many total books Deepika has ?



$$8 + 4 + 2 = \square$$



1. Parneet has 9 toffees and Tarleen has 6 toffees. How many toffees both of them have ?

2. Supreet has 7 pencils. His mother gave him 5 more pencils. How many total pencils he has now ?

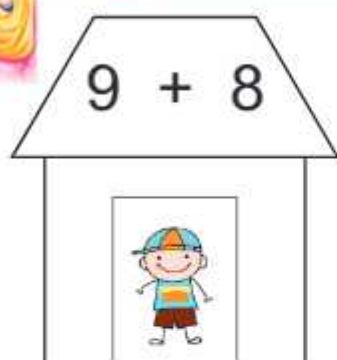
3. $6 + 6 =$

4. $6 + 3 + 2 =$

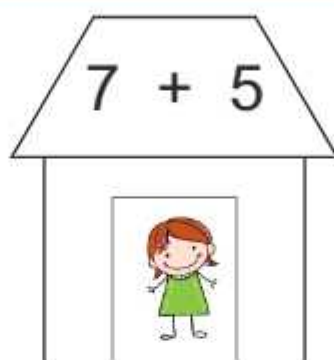
In our daily life



Add the numbers and tell who lives in which house ? Also colour the houses.



Peter



Tanisha



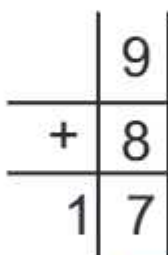
Anmol

- _____ has house number 12, fill it with blue colour.
- _____ has house number 15, fill it with red colour.
- _____ has house number 17, fill it with green colour.

Add with the help of number strip

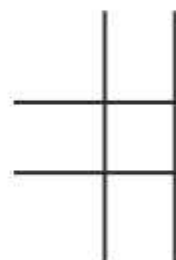
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

$9 + 8 =$



$9 + 8 = 17$

$7 + 8 =$



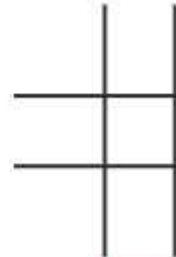
$7 + 8 = \square$

$6 + 4 =$



$6 + 4 = \square$

$8 + 8 =$



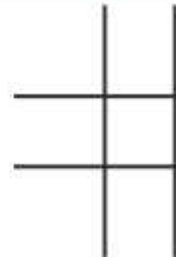
$8 + 8 = \square$

$7 + 6 =$



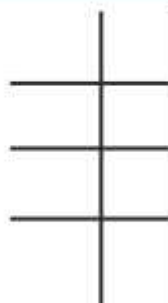
$7 + 6 = \square$

$9 + 4 =$



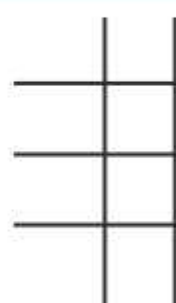
$9 + 4 = \square$

$7 + 6 + 5 =$



$7 + 6 + 5 = \square$

$4 + 3 + 6 =$



$4 + 3 + 6 = \square$

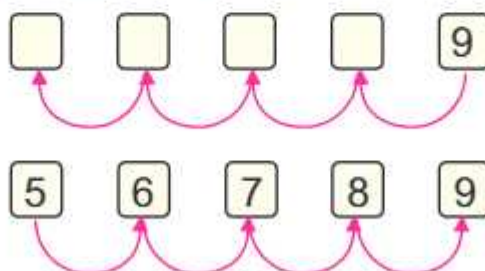


Subtract by moving backward

Subtract with the help of number strip by moving backward.

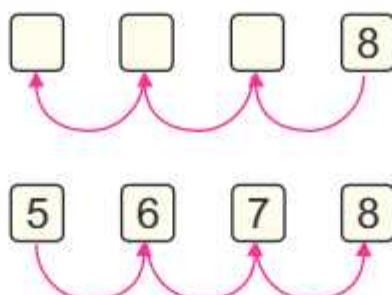


Vishal had 9 pencils. He gave 4 pencils to Aslam. How many pencils are left with Vishal ?



$$9 - 4 = 5$$

Manveet had 8 balloons. He left 3 balloons in air. How many balloons are left with him ?



$$8 - 3 = 5$$



1. Priyanka had 7 flowers and she gave 3 flowers to Shalini. How many flowers are left with Priyanka ?

2. Supreet had 7 balloons. He left 3 balloons in air. How many balloons are left with him ?

3. Write 3 different ways to get the answer equal to 6.

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

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

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

In our daily life



Subtract the numbers and tell who lives in which house ?
Also colour the houses.



Peter



Tanisha



Anmol

_____ has house number 5, fill it with blue colour.

_____ has house number 6, fill it with red colour.

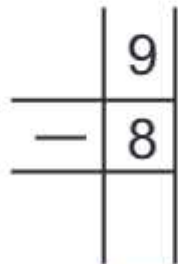
_____ has house number 7, fill it with green colour.



Subtract with the help of number strip

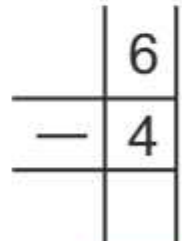
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1. $9 - 8 =$



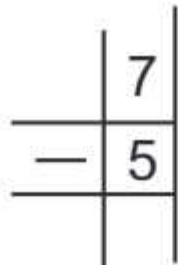
$9 - 8 =$

2. $6 - 4 =$



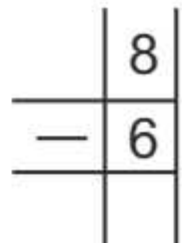
$6 - 4 =$

3. $7 - 5 =$



$7 - 5 =$

4. $8 - 6 =$



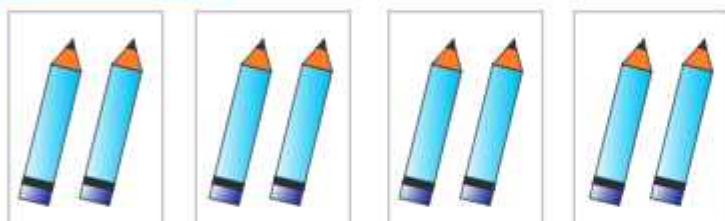
$8 - 6 =$

5. Harjeet had 9 toffees. He gave 4 toffees to Ashok. How many toffees he is left with now?

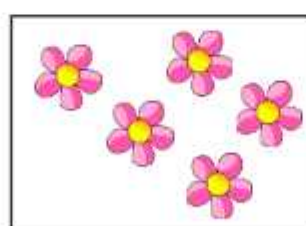
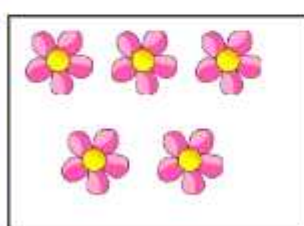
6. We have to put 20 beads in a necklace. We put 16 beads in that necklace. How many beads now we have to put so that they become 20?

Repeated addition

Let's learn



$$2 + 2 + 2 + 2 = 8$$



$$5 + 5 + 5 = 15$$

Let's do

1.



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

2.



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

3.

$$4 + 4 + 4 + 4 =$$



4.

$$7 + 7 =$$



5.


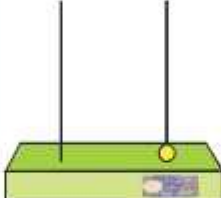


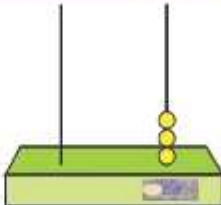


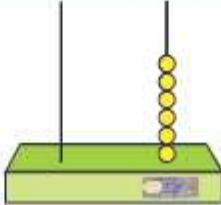


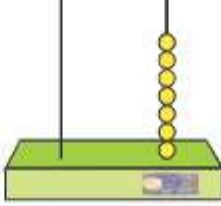


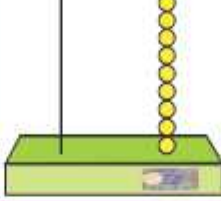

$$2 + 2 + 2 + 2 + 2 + 2 =$$



Let's learn

Let's count 1 to 9 with currency notes, abacus and maan card.



When we add one more note in 9 notes then what will it make ?



Now we will take one note of ₹10 in the place of 10 notes of ₹1 and will write in ones and tens.

10



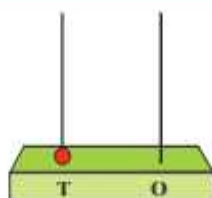
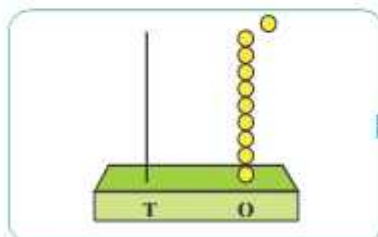
1	2	3	4	5	6	7	8	9
One	Two	Three	Four	Five	Six	Seven	Eight	Nine

Let's learn

Club the objects in the groups of 10



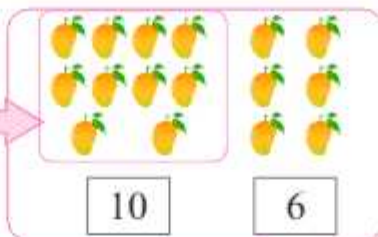
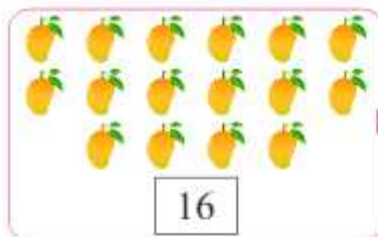
Tens	Ones
1	0



Tens	Ones
1	0

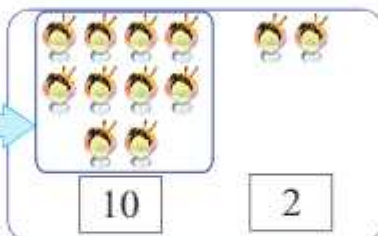
10 Ones = 1 Tens

To make groups of ones, tens



Tens	Ones
1	0

10 and 6 = 16



Tens	Ones
1	2

10 and 2 = 12





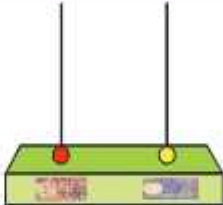



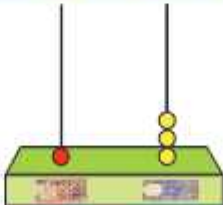




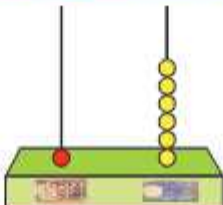




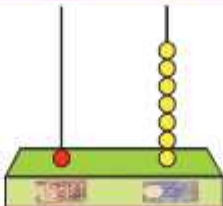




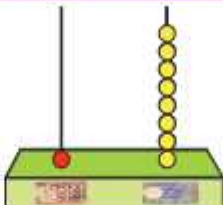




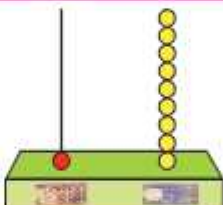
Note

We can put only 9 beads in the rod of abacus. Thus, the teachers will tell the students about putting one bead in tens rod in place of putting 10 beads in ones rod.

Let's learn

Let's count 10 to 19 with currency notes, abacus and maan card.



 		<div>10</div> <div>1</div> <div>↓</div> <div>11</div>
  		<div>10</div> <div>3</div> <div>↓</div> <div>13</div>
   		<div>10</div> <div>6</div> <div>↓</div> <div>16</div>
   		<div>10</div> <div>7</div> <div>↓</div> <div>17</div>
   		<div>10</div> <div>8</div> <div>↓</div> <div>18</div>
   		<div>10</div> <div>9</div> <div>↓</div> <div>19</div>

10	11	12	13	14	15	16	17	18	19
Ten	Eleven	Twelve	Thirteen	Fourteen	Fifteen	Sixteen	Seventeen	Eighteen	Nineteen

Let's learn

Making groups of 10 and add

$$5 + 8 =$$



$$10 + 3 = 13$$

$$6 + 8 =$$



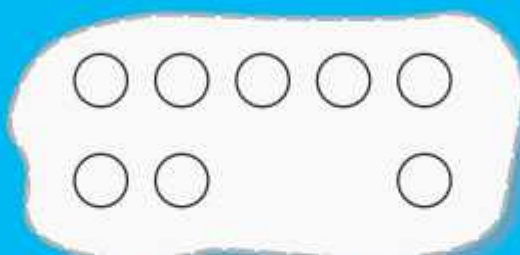
$$10 + 4 = 14$$



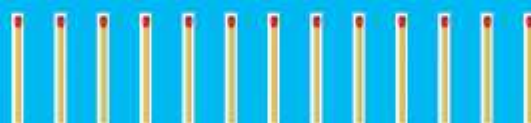
1. $8 + 8 = \square$

2. $4 + 9 = \square$

3. Draw more circle to make them ten in number in the picture given below.



4. Encircle to form a group of 10 matchsticks.



Note

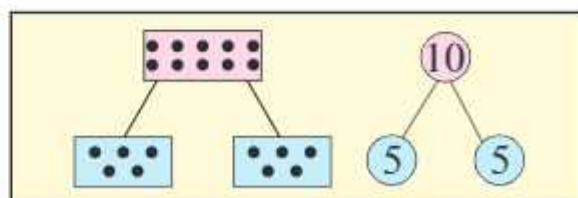
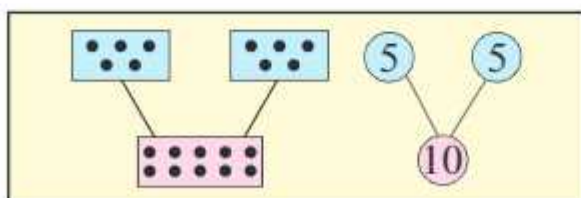
To understand the concept of addition by changing ones into tens in the above questions.

Let's Learn

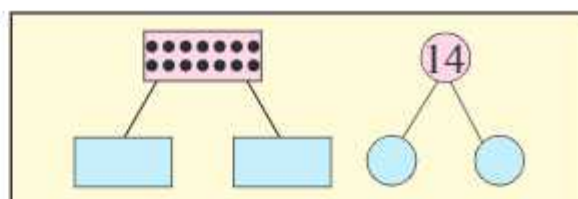
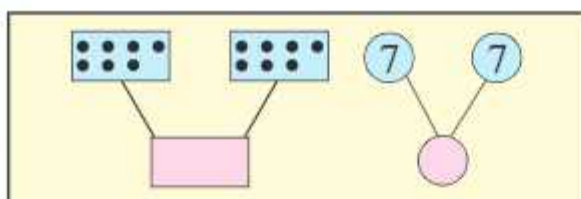


As many eaten by Aman,
same will be eaten by Raman.
tell how many will be
taken by Daman.

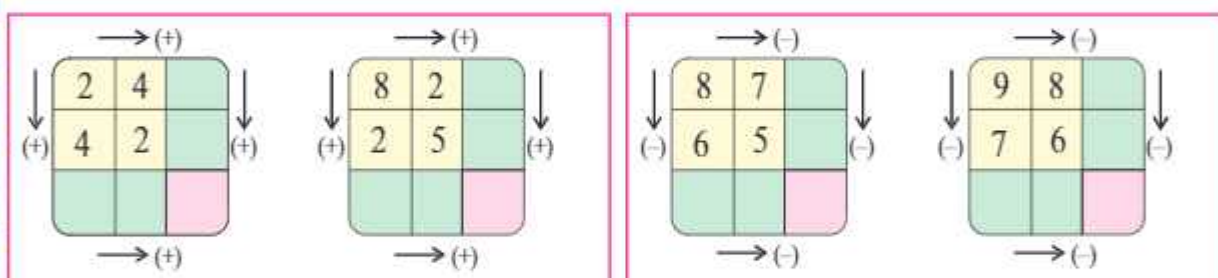
Anything fetched by Daman
Divide in parts of two.
Raman also gets equal part,
By making equal queue.



Let's do



Mental Exercise



Note

The teacher will teach his students to make double and to make half with solid objects and through a story.

Worksheet

1. Write the number made by adding maan cards.

$$\begin{array}{|c|} \hline 10 \\ \hline \end{array} \quad \begin{array}{|c|} \hline 4 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 10 \\ \hline \end{array} \quad \begin{array}{|c|} \hline 7 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

2. Add-subtract as given below.

$$9 + 4 = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$8 - 2 = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$8 + 0 = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$7 - 0 = \begin{array}{|c|} \hline \\ \hline \end{array}$$

3. Encircle the correct number.

(i) Fifteen

15 20 5

(ii) Fifteen

9 8 6

4. Write the tens and ones.

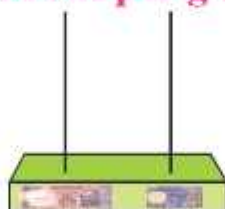
given numbers (as done for number 13)

Number	Tens	Ones.
13	1	3
17		
8		
14		

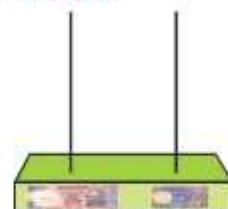
5. Put beads in the abacus as per given number.



10



14



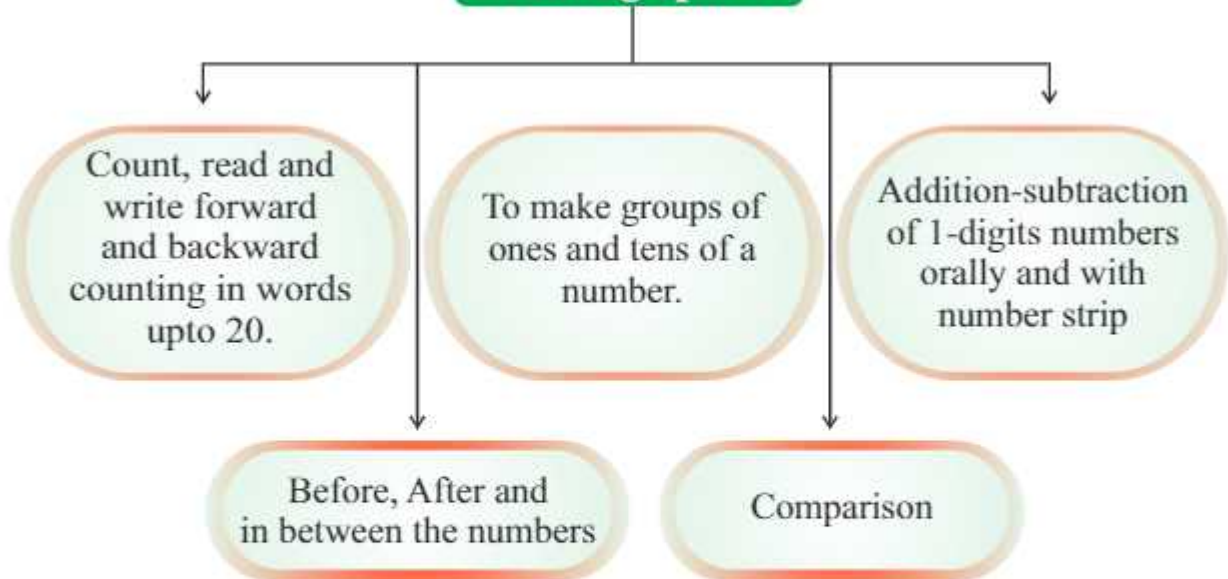
19

Things to Remember

- Smallest number of 2-digits = 10
- Pick a currency note of Rupees 10 in place of 10 currency notes of Rupees 1.
- Pick two maan cards for counting 10 to 20 and join their edges.

We have learnt

Counting upto 20

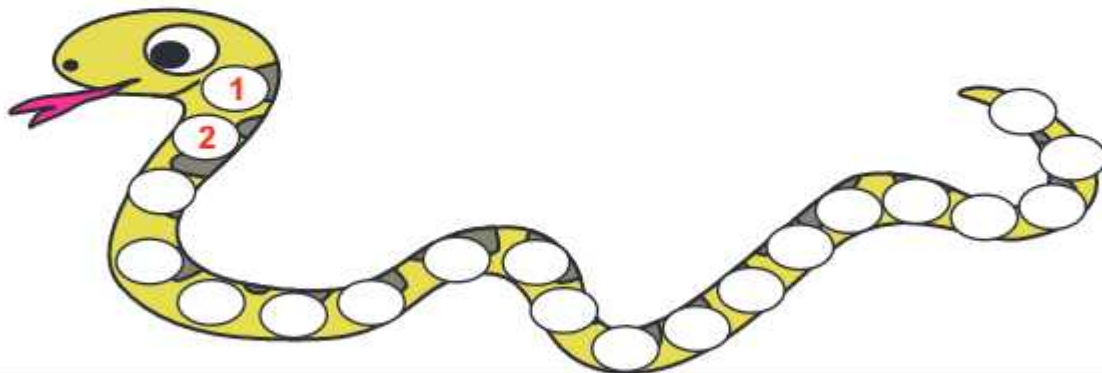


Objectives

- To make understanding of counting 21 to 99 with currency notes, abacus and maan card.
- Understanding of Speaking, reading, writing of forward and backward counting in serial order.
- Understanding of before, after and in between.
- Understanding of comparison of numbers.
- To collect the objects in groups of ones and tens.
- To train the students to write number names counting up to 99.

Do you remember ?

a. Write counting



b. Write just before, just after and in between of the numbers :

.....17
.....19

15.....
12.....

14.....16
17.....19

c. Do as given below :

Encircle the smaller number

4 19

12 20

17 8

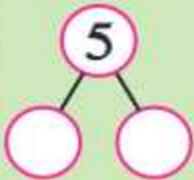
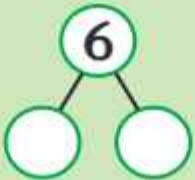
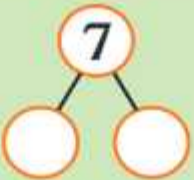
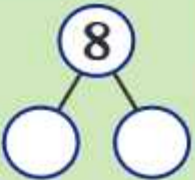
Encircle the larger number

9 7





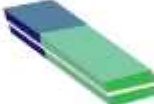
16 12

7 18

d. Fill in the blanks :

			
---	---	--	---

e. Count the objects mentioned below from your bag and write :

		
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

f. Write dodging counting :

Let's learn

Counting 20 to 29


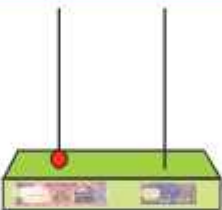

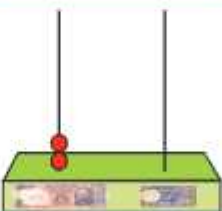



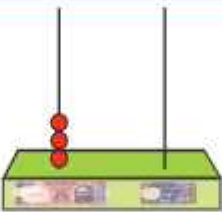


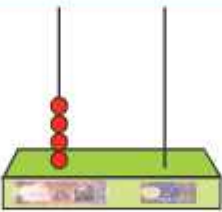


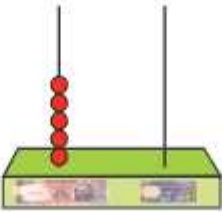


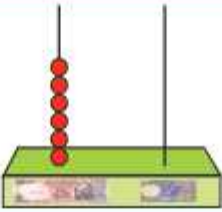


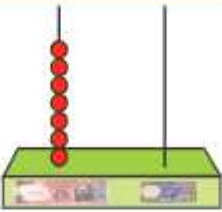


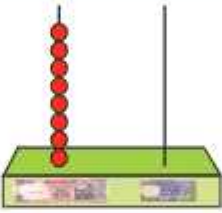


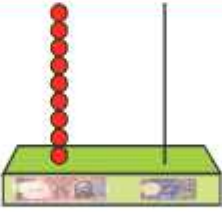

Let us count after 20, First we will count 10 more with currency notes and abacus.

Currency notes

Abacus

Maan card

		10
		20



I have 20 balloons. I have taken 1 more. How many balloons do I have now ?



21



Today we will count with the help of currency notes, solid objects and maan cards.

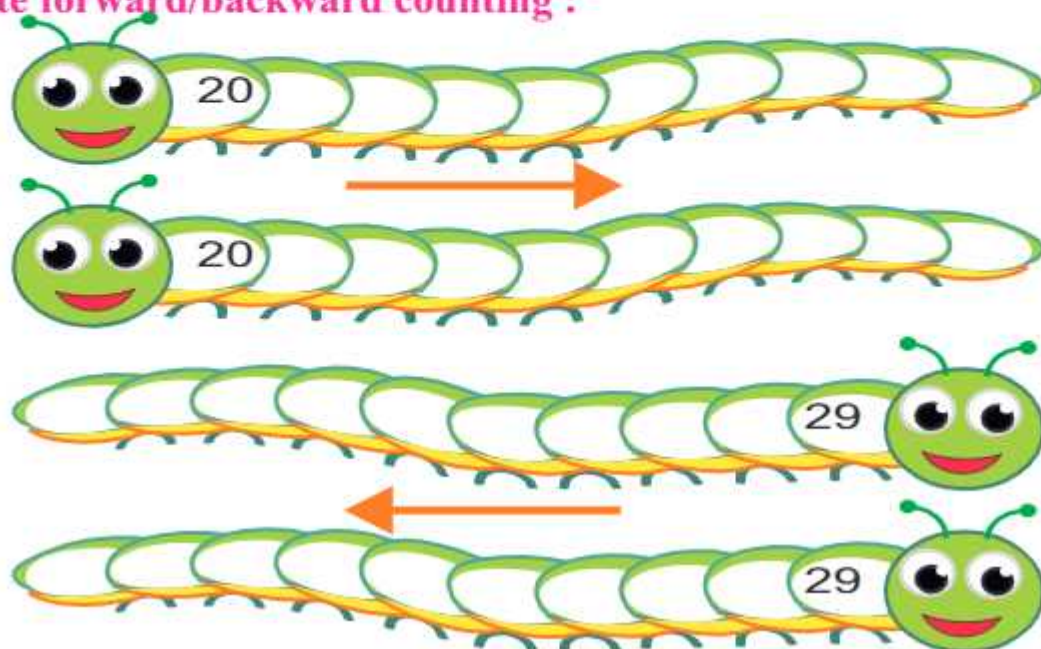


		<div>20</div> <div>1</div> <div>↓</div> <div>21</div>
		<div>20</div> <div>3</div> <div>↓</div> <div>23</div>
		<div>20</div> <div>6</div> <div>↓</div> <div>26</div>
		<div>20</div> <div>8</div> <div>↓</div> <div>28</div>
		<div>20</div> <div>9</div> <div>↓</div> <div>29</div>

20	21	22	23	24	25	26	27	28	29
Twenty	Twenty One	Twenty Two	Twenty Three	Twenty four	Twenty Five	Twenty Six	Twenty Seven	Twenty Eight	Twenty Nine



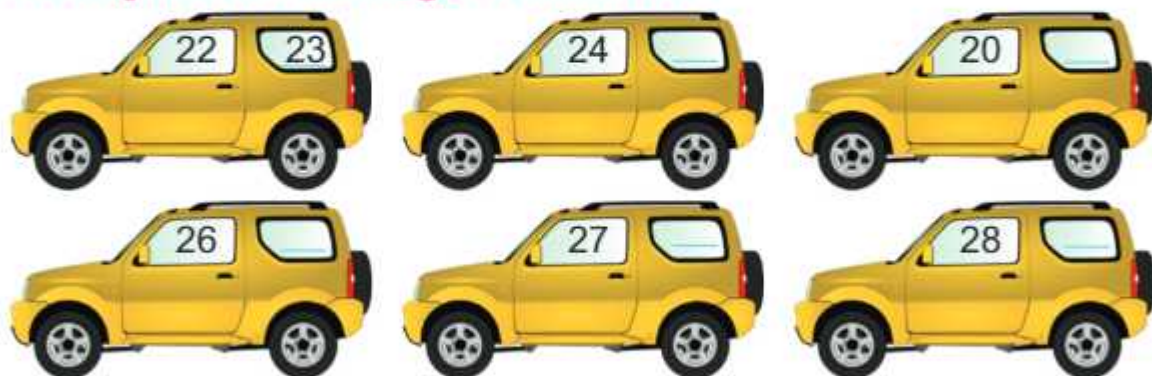
1. Write forward/backward counting :



2. Write just before of the given numbers :



3. Write just after of the given numbers :



4. Write the number in between :



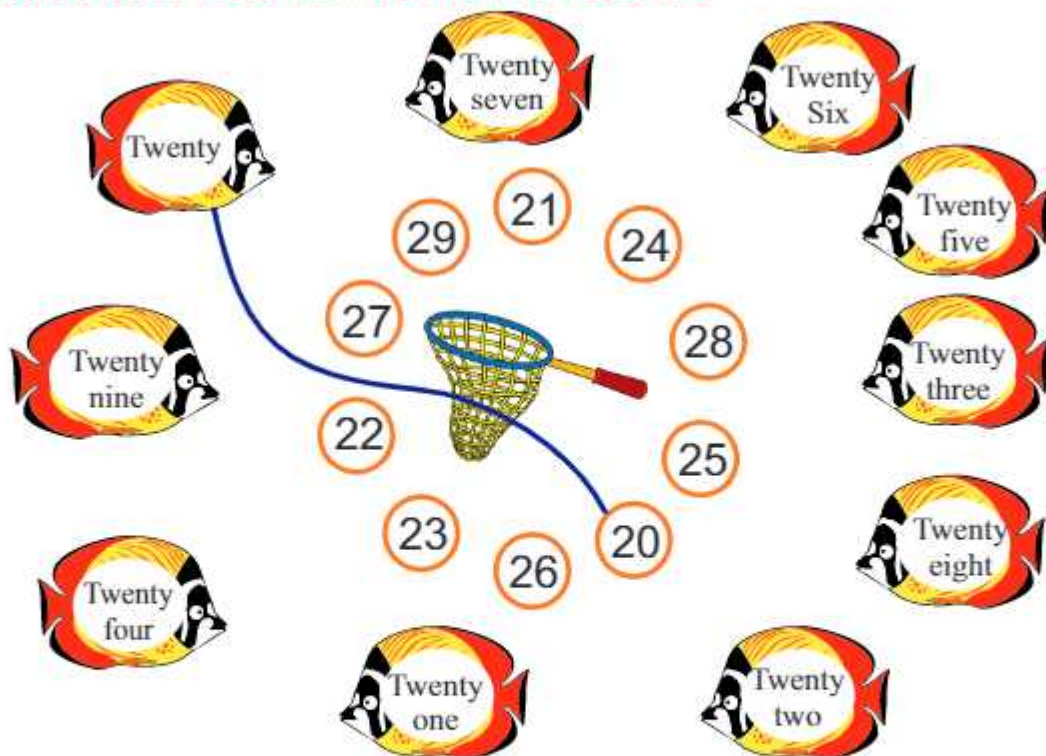
5. Encircle the greater number :



6. Encircle the smaller number :



7. Match the number names with numerals :





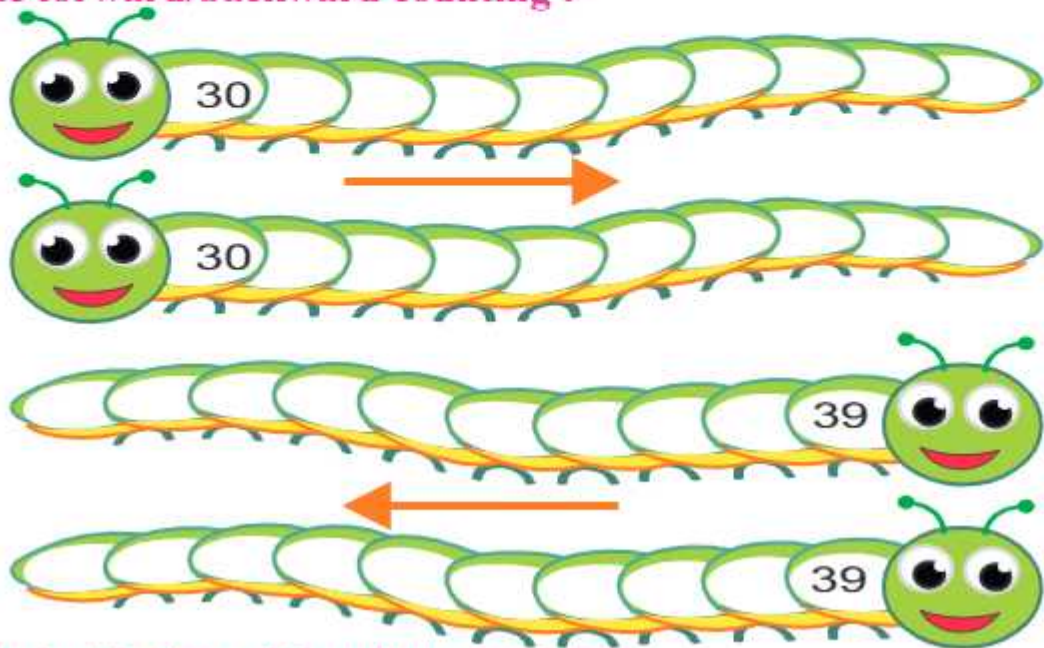
Counting 30 to 39

30	31	32	33	34	35	36	37	38	39
Thirty	Thirty One	Thirty Two	Thirty Three	Thirty Four	Thirty Five	Thirty Six	Thirty Seven	Thirty Eight	Thirty Nine

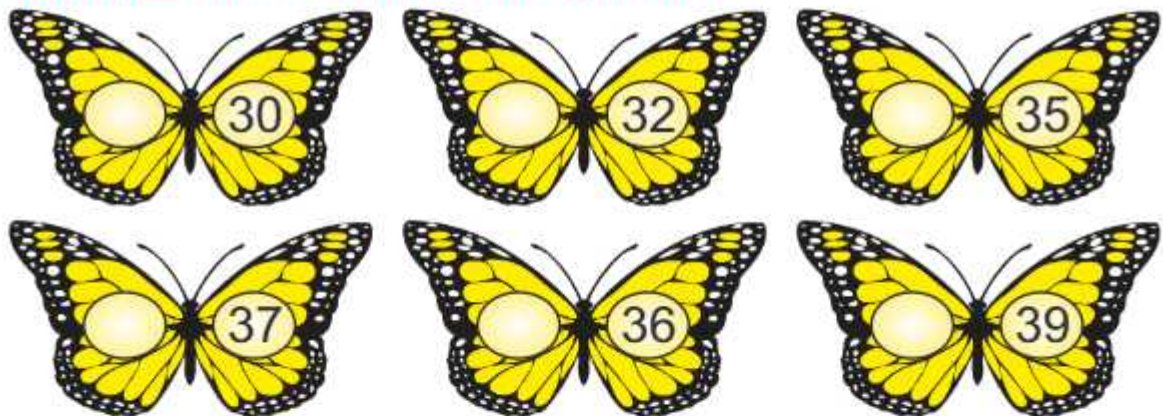


Let's do

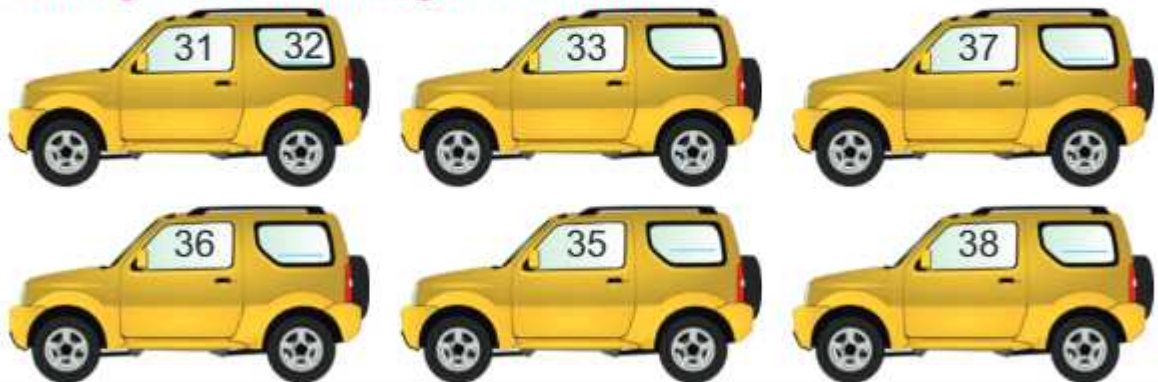
1. Write forward/backward counting :



2. Write just before of the given number :



3. Write just after of the given number :



4. Write the number in between :



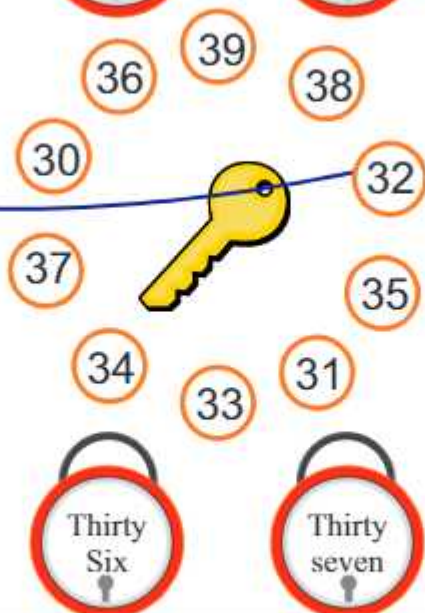
5. Encircle the greater number :



6. Encircle the smaller number :



7. Match the number names with numerals :





Let's play

Magical Game

Objective

: To recognize the number.

Material required

: Chart and a marker.

Method

: 1. Prepare a play chart as shown below :

A	B	C	D	E
1	2	4	8	16
3	3	5	9	17
5	6	6	10	18
7	7	7	11	19
9	10	12	12	20
11	11	13	13	21
13	14	14	14	22
15	15	15	15	23
17	18	20	24	24
19	19	21	25	25
21	22	22	26	26
23	23	23	27	27
25	26	28	28	28
27	27	29	29	29
29	30	30	30	30
31	31	31	31	31

2. Ask a student to think of any number upto 31.
3. Then ask the student to find that number in the columns A, B, C, D, E.
4. Add the first number of each of the columns which the student had identified, that will be the answer.
5. For example 22, it lies in columns B, C and E, Therefore we add first number of these columns and got the answer i.e. $2+4+16=22$.


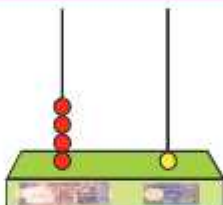
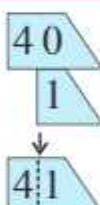

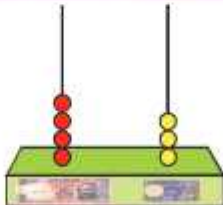
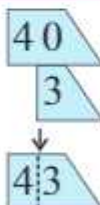

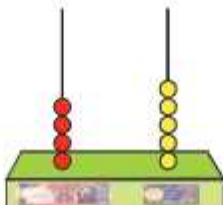
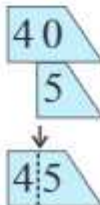

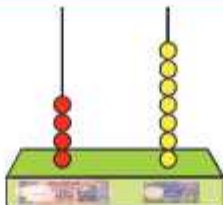
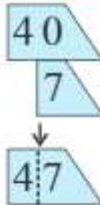

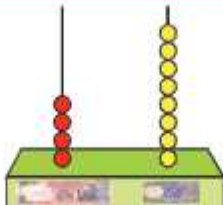
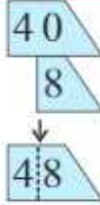

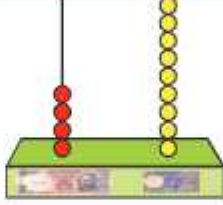
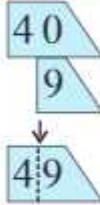
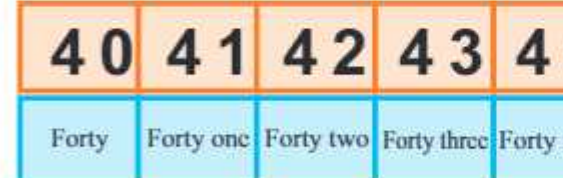
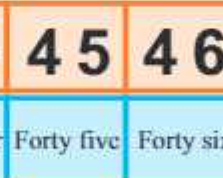

**Note**

The whole activity should be performed by students. The teacher will lead the team only.

Row A	Row B	Row C	Row D	Row E
Start from 1. Write 1 number. Leave 1 number.	Start from 2. Write 2 numbers continuously. Leave 2 numbers	Start from 4. Write 4 numbers continuously. Leave 4 numbers.	Start from 8 . Write 8 numbers continuously. Leave 8 numbers.	Start from 16. Write 16 numbers continuously. Leave 16 numbers.

Let's learn

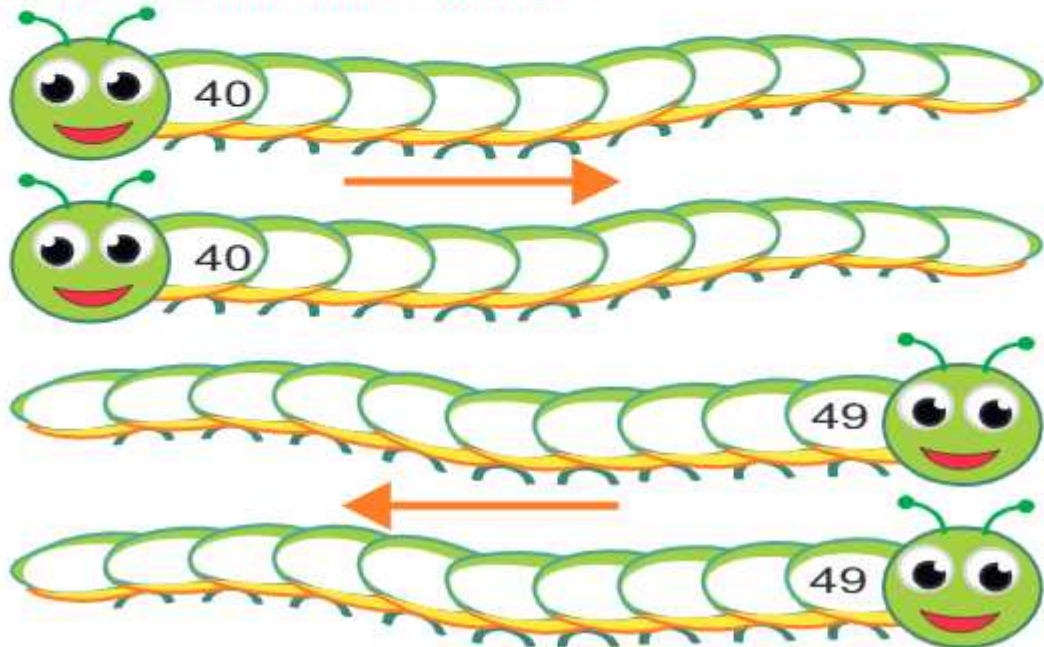
Counting 40-49

									
									
									
									
									
									
									
40	41	42	43	44	45	46	47	48	49
Forty	Forty one	Forty two	Forty three	Forty four	Forty five	Forty six	Forty seven	Forty eight	Forty nine

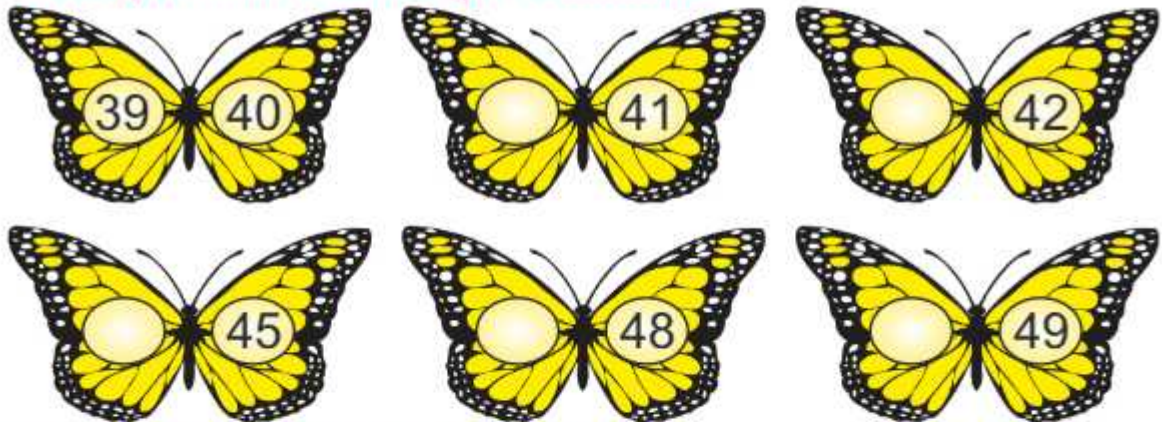


Let's do

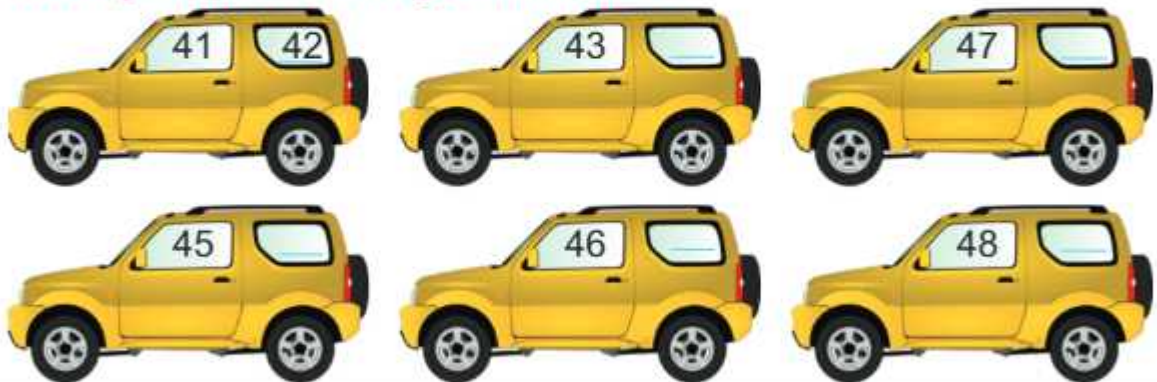
1. Write forward/backward counting :



2. Write just before of the given number :



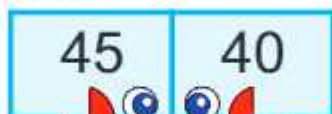
3. Write just after of the given number :



4. Write the number in between :



5. Encircle the greater number :



6. Encircle the smaller number.



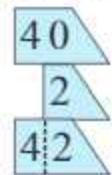
7. Match the number names with numerals :



Practical activity

- Objective** : Recognition and formation of the number.
- Material required** : Maan cards 1 to 9 and 10, 20, 30, 40, 50
- Method** :
1. Divide the students into groups.
 2. Speak out a number like 42.
 3. Call a student from first group and ask to pick maan cards and make the number 42.

Example : To make 42, the student will pick maan cards of 40 and 2 and make the number 42 by joining the edges.



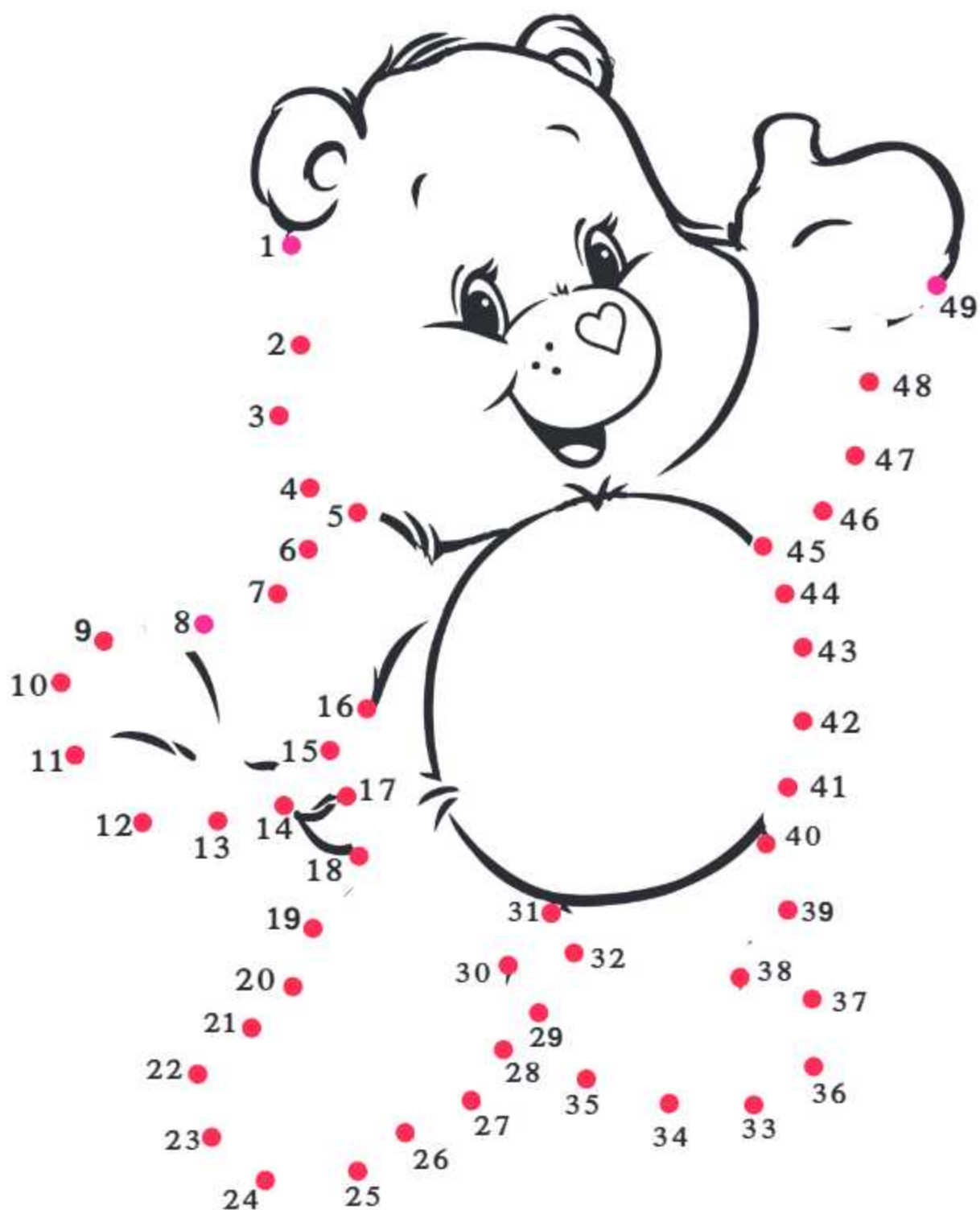
4. Then call a student from the second group and repeat the same activity.
5. The teacher will take the help of a stopwatch to perform this activity and will check which group makes 10 numbers in less time, that group will be the winner.



Write counting 1 to 49 :

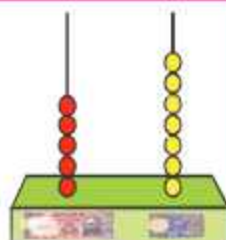


Join the dots from 1 to 49 and colour it.

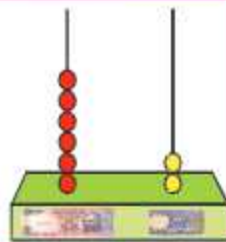


Let's learn

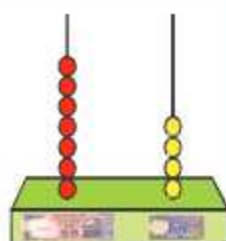
Counting 50 to 99



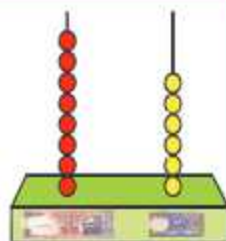
50
7
↓
57



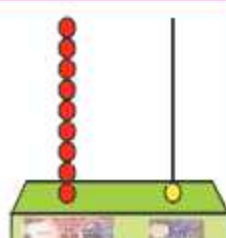
60
2
↓
62



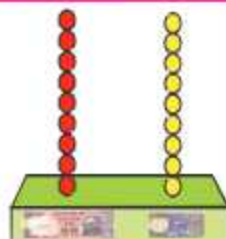
70
4
↓
74



80
6
↓
86



90
1
↓
91

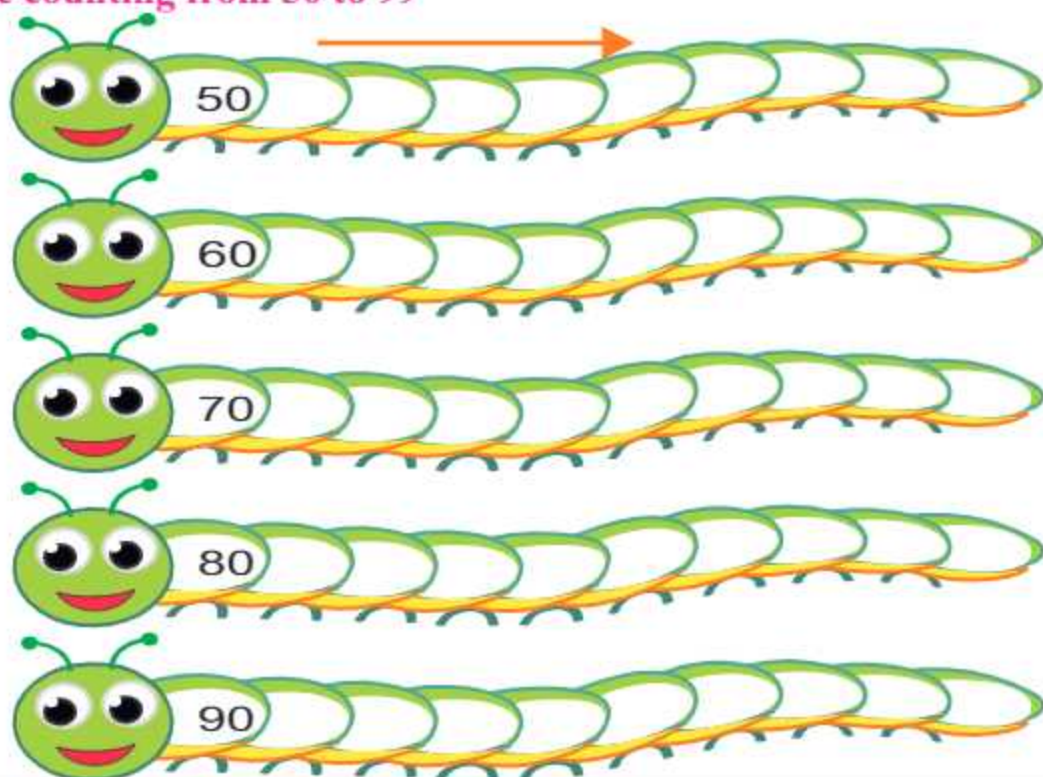


90
9
↓
99

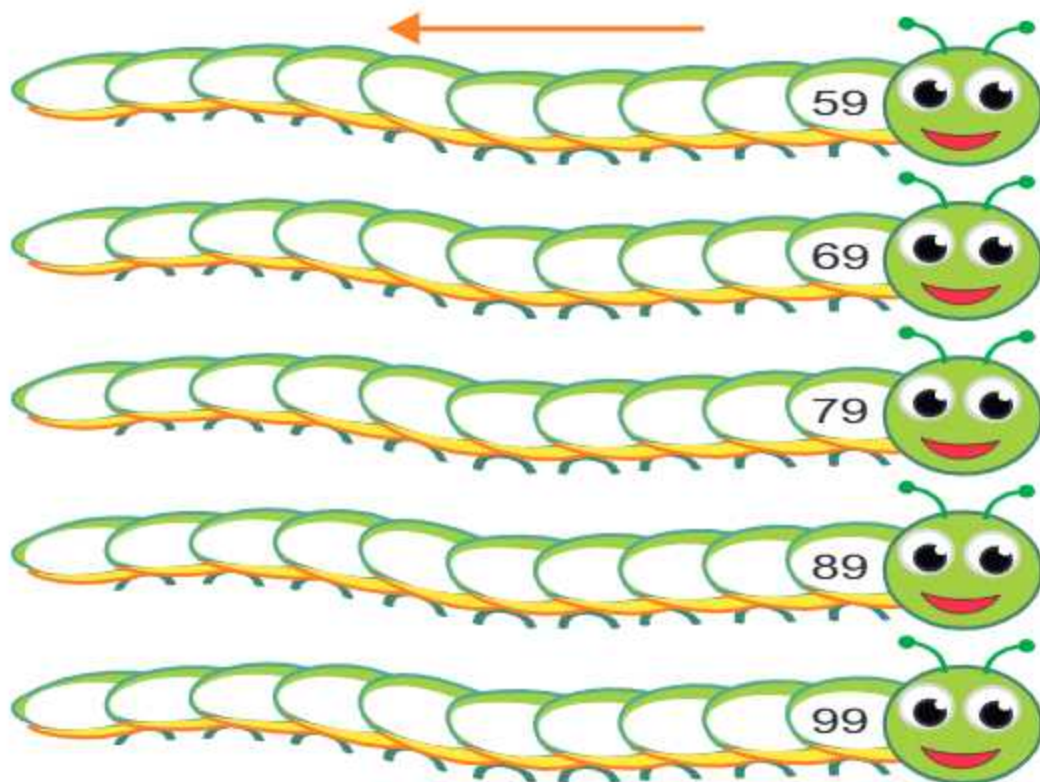
50	51	52	53	54	55	56	57	58	59
Fifty	Fifty one	Fifty two	Fifty three	Fifty four	Fifty five	Fifty six	Fifty seven	Fifty eight	Fifty nine
60	61	62	63	64	65	66	67	68	69
Sixty	Sixty one	Sixty two	Sixty three	Sixty four	Sixty five	Sixty six	Sixty seven	Sixty eight	Sixty nine
70	71	72	73	74	75	76	77	78	79
Seventy	Seventy one	Seventy two	Seventy three	Seventy four	Seventy five	Seventy six	Seventy seven	Seventy eight	Seventy nine
80	81	82	83	84	85	86	87	88	89
Eighty	Eighty one	Eighty two	Eighty three	Eighty four	Eighty five	Eighty six	Eighty seven	Eighty eight	Eighty nine
90	91	92	93	94	95	96	97	98	99
Ninety	Ninety one	Ninety two	Ninety three	Ninety four	Ninety five	Ninety six	Ninety seven	Ninety eight	Ninety nine



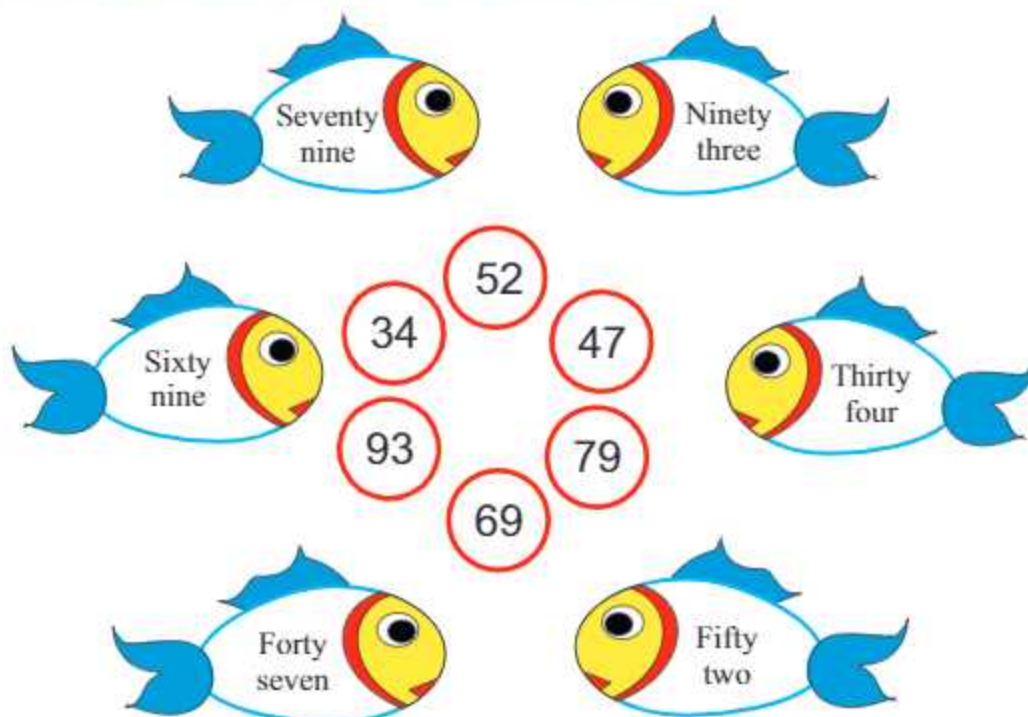
1. Write counting from 50 to 99



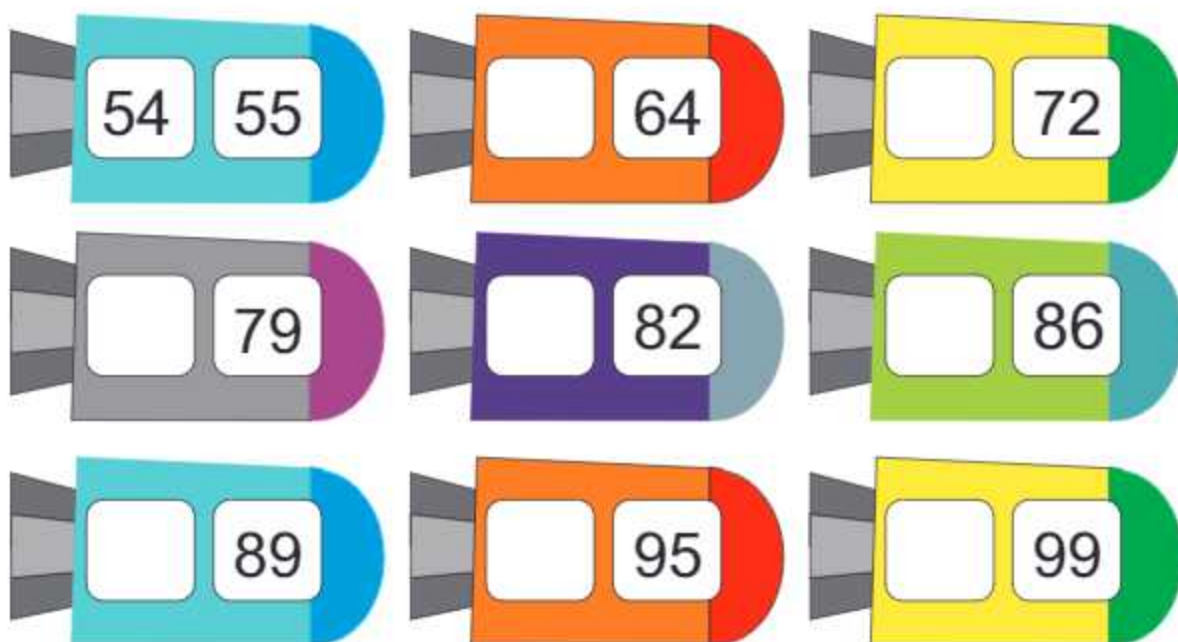
2. Write backward counting



3. Join the number names with numerals.



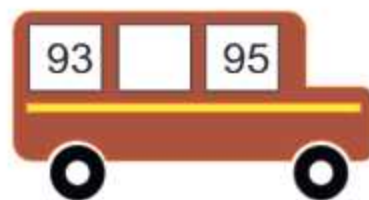
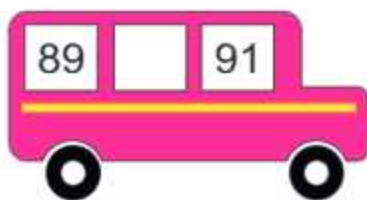
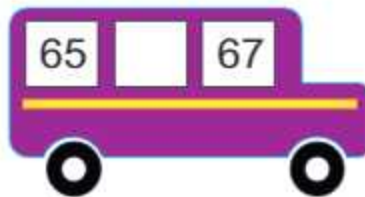
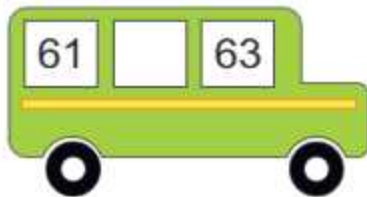
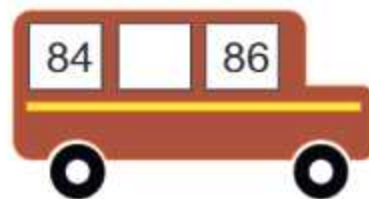
4. Write just before of the given numbers :



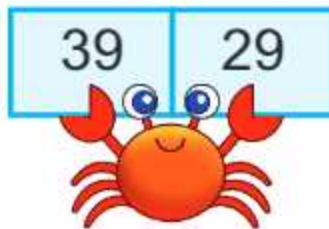
5. Write just after of the given numbers :












6. Write the number in between :



7. Encircle the greater number :



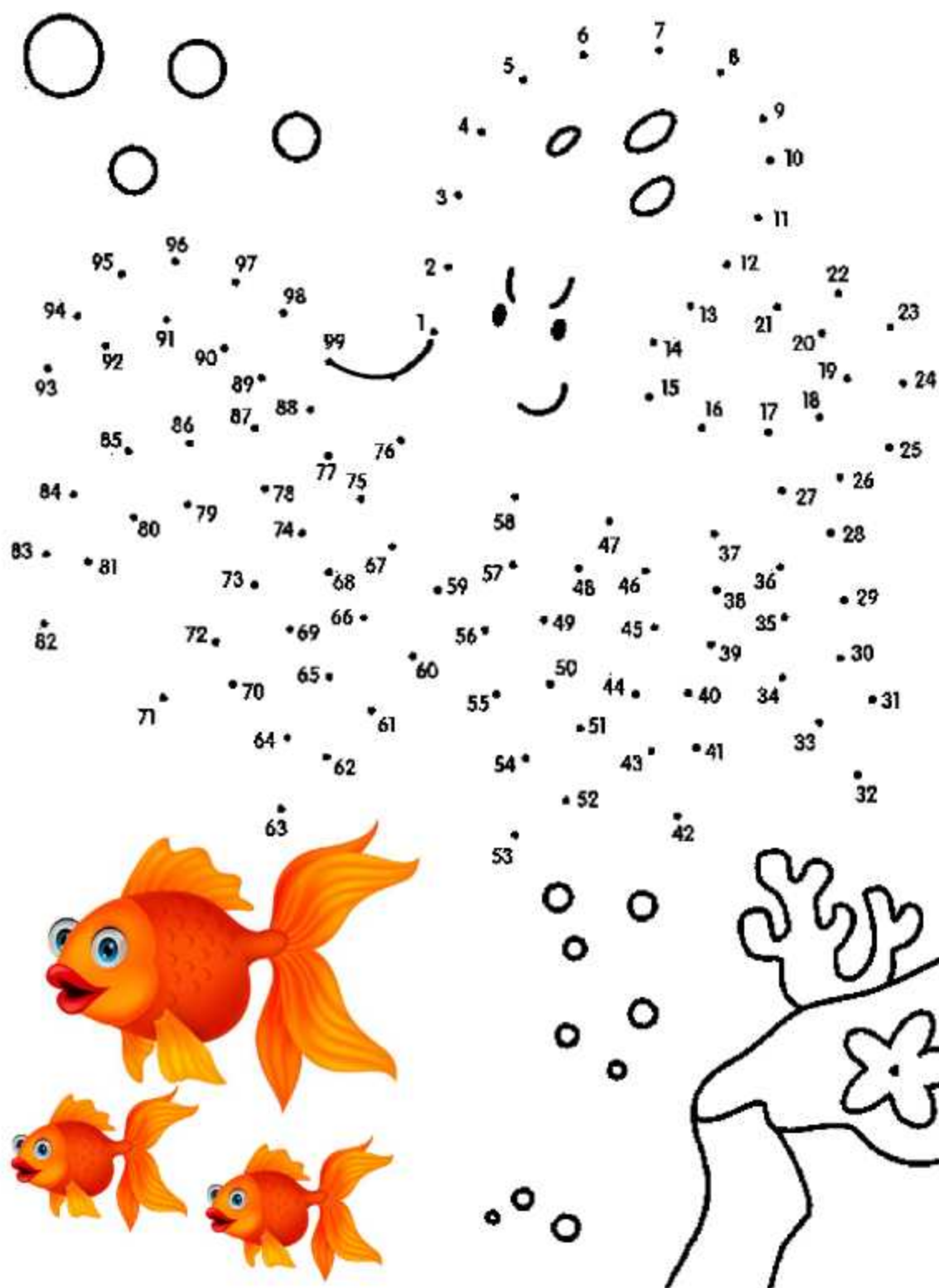
8. Encircle the smaller number.

43	40	39	49	33	43
					
63	73	69	59	82	85
					
72	64	91	95	96	83
					

9. Write from smaller number to greater number :

 <div> 50 80 60 50 60 80 </div>	 <div> 69 99 59 _____ </div>
 <div> 52 58 59 _____ </div>	 <div> 45 72 64 _____ </div>

10. Join the dots 1 to 99 and colour it.



Worksheet

1. Write forward counting as given below :

32										
52										

2. Write in just before, just after and in between numbers.

—	35
—	89
—	98

58	—
77	—
89	—

25	—	27
86	—	88
90	—	92

3. Put beads in abacus according to the numbers given below.

27

45

86

4. Write the number made by joining the maan cards.

40	3	=		70	6	=		90	4	=	
----	---	---	--	----	---	---	--	----	---	---	--

5. Write number names of the numerals given below.

23 _____ 48 _____ 37 _____

6. Encircle the smaller number.

32	33
47	37
86	64

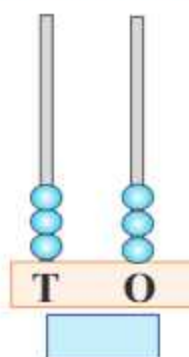
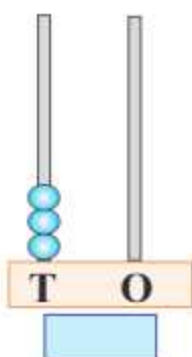
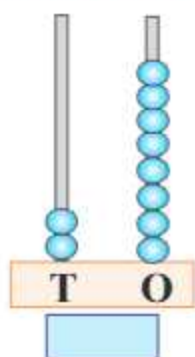
41	51
59	69
89	79

7. Encircle the greater number.

32	33
47	37
86	64

41	51
59	69
89	79

8. Count the beads in abacus and write the number.



9. Write numerals for number names.

Twenty nine..... Forty eight.....Eighty six

10. Write the following numbers from smaller to greater.

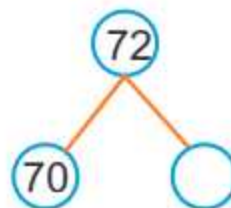
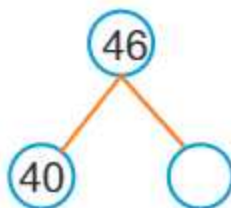
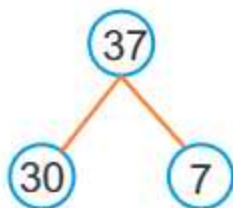
(i) 37, 23, 29, 32

(ii) 46, 49, 41, 43

(iii) 17, 37, 47, 27

(iv) 69, 59, 79, 49

11. Split the following numbers.



Things to remember

- Greatest number of 2 digits = 99
- Pick a currency note of ₹10 in place of ten notes of ₹1.
- Pick two maan cards to count 21 to 99 and match them.

We have learnt

Counting 21 to 99

Count, read, write forward and backward counting in words upto 99, Before, after and in between the numbers.

To write the number names upto 99

Add two, one digit numbers orally.

Comparison

Objectives

- To enable the students to estimate the cost of the things.
- To enable the students to recognise currency notes and coins.
- To enable them to handle exchange of rupees upto 20.
- To enable the students to find the value of added the small amount of money.

Activity



Papa! buy
me a ball.

We need money
to buy a ball.





Papa! What is money ?

Beta! Indian currency is in the form of Rupees and coins.



Look below!
There are commonly used notes and coins of Indian currency



Papa, tell me what is the value of this coin ?



What number is written on the coin's surface ?



Its number 5 written on the coin.



So, It is a coin of Rupees 5.



Remember that symbol ₹ is used for Rupees.



Note

- The whole activity should be done by students. The teacher will lead the team only.
- The teachers will show different real currency notes and coins of different value to the students.

Let's learn

To read and write the value of currency notes/coins :

Currency notes/coins	Value
	₹ <input type="text" value="1"/>
	₹ <input type="text" value="10"/>
	₹ <input type="text" value="5"/>
	₹ <input type="text" value="20"/>

Let's do

Currency notes/coins	Value
	₹ <input type="text"/>
	₹ <input type="text"/>
	₹ <input type="text"/>
	₹ <input type="text"/>










Note









The teacher will show the coins to students and will make them learn to read and write the value written on the coins.



Mark tick (✓) on the right valued coin according to the given value.

Value		Currency notes/coins
₹ 1	=	 <input checked="" type="checkbox"/>  <input type="checkbox"/>
₹ 5	=	 <input checked="" type="checkbox"/>  <input type="checkbox"/>
₹ 5	=	 <input type="checkbox"/>  <input checked="" type="checkbox"/>
₹ 10	=	 <input type="checkbox"/>  <input checked="" type="checkbox"/>



Value		Currency notes/coins
₹ 2	=	 <input type="checkbox"/>  <input type="checkbox"/>
₹ 10	=	 <input type="checkbox"/>  <input type="checkbox"/>
₹ 20	=	 <input type="checkbox"/>  <input type="checkbox"/>
₹ 50	=	 <input type="checkbox"/>  <input type="checkbox"/>

Let's learn

Addition of value of coins/notes




	₹ <input type="text" value="3"/>
	₹ <input type="text" value="4"/>
	₹ <input type="text" value="5"/>
	₹ <input type="text" value="8"/>

Let's do

	₹ <input type="text"/>
	₹ <input type="text"/>
	₹ <input type="text"/>
	₹ <input type="text"/>
	₹ <input type="text"/>
	₹ <input type="text"/>



Mark tick (✓) on the right valued group of coins according to the given value :

₹7 =	  <input checked="" type="checkbox"/>
	   <input type="checkbox"/>
₹9 =	  <input type="checkbox"/>
	   <input checked="" type="checkbox"/>



₹14 =	   <input type="checkbox"/>
	    <input type="checkbox"/>
₹19 =	     <input type="checkbox"/>
	     <input type="checkbox"/>
₹20 =	   <input type="checkbox"/>
	  <input type="checkbox"/>

Practical activity

Objective : Make coins of paper.

Material : Real coins, colours, pencil.

Procedure :

1. Take any coin.
2. Keep the coin below the paper and hold it tightly.
3. Rub colour or pencil on the paper so that coin's shape appears on the paper.

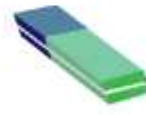


4. Now turn the face of the coin and do the same so that the shape of other side of the coin is formed.
5. Make different coins by using different colours.



Worksheet

1. Guess the price of the given objects and fill in the tag.



2. Encircle the object whose cost is greater than Rs. 10



3. Match according to the value of given objects.



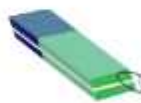
₹ 2



₹ 20



₹ 10












₹ 5



4. Add and write the value of coins/notes :

	₹ <input type="text"/>
	₹ <input type="text"/>
	₹ <input type="text"/>
	₹ <input type="text"/>

5. Mark the (✓) on the right valued group of coins :

Value	Currency notes/coins
	 <input type="text"/>
	 <input type="text"/>
	 <input type="text"/>
	 <input type="text"/>
	 <input type="text"/>
	 <input type="text"/>

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



Things to remember

- Indian money (currency) is in the form of notes and coins.

We have learnt

Money (Currency)

Recognition of currency notes and coins.

To make notes/coins of paper and card board.

Addition of small amounts.

Objectives

- To enable the students to understand the concept of vertex-surface above, below, in-out, far-near, before and after.
- To enable the students to identify faces, edges and vertices of three dimensional objects.
- To enable the students to recognize and differentiate between circular, triangular and quadrangular.
- To enable the students to recognize different shapes found in and around the classroom.
- To enable them to understand the equal parts/halves.

Vertex and Plane

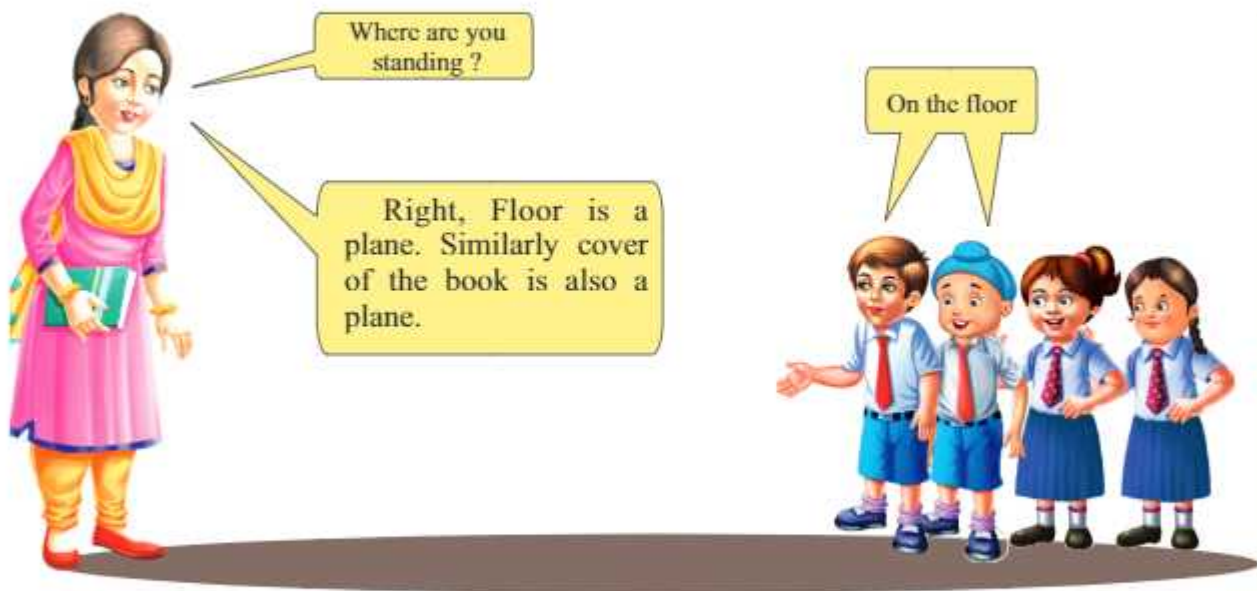
Dear students, have you ever visited a hill station with your parents ?

Look here, this is a picture of mountain and the upper most part of the mountain is its vertex.

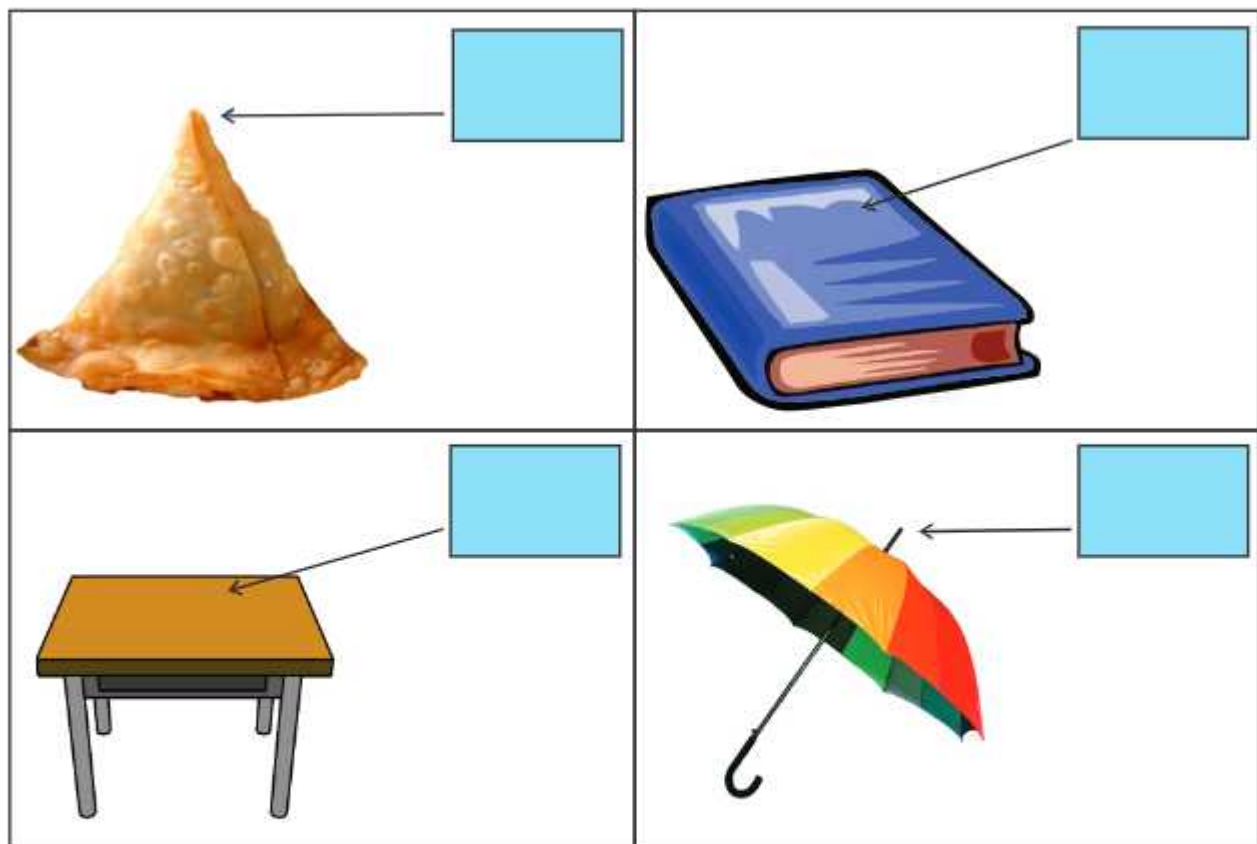
Yes, mam.

No, mam.





Mark tick (✓) for vertex and cross (×) for the surface of the following objects.



Activity

On-Under



Children, where
are the books lying ?
Where is the dustbin
lying ?



On the table



Under the
table

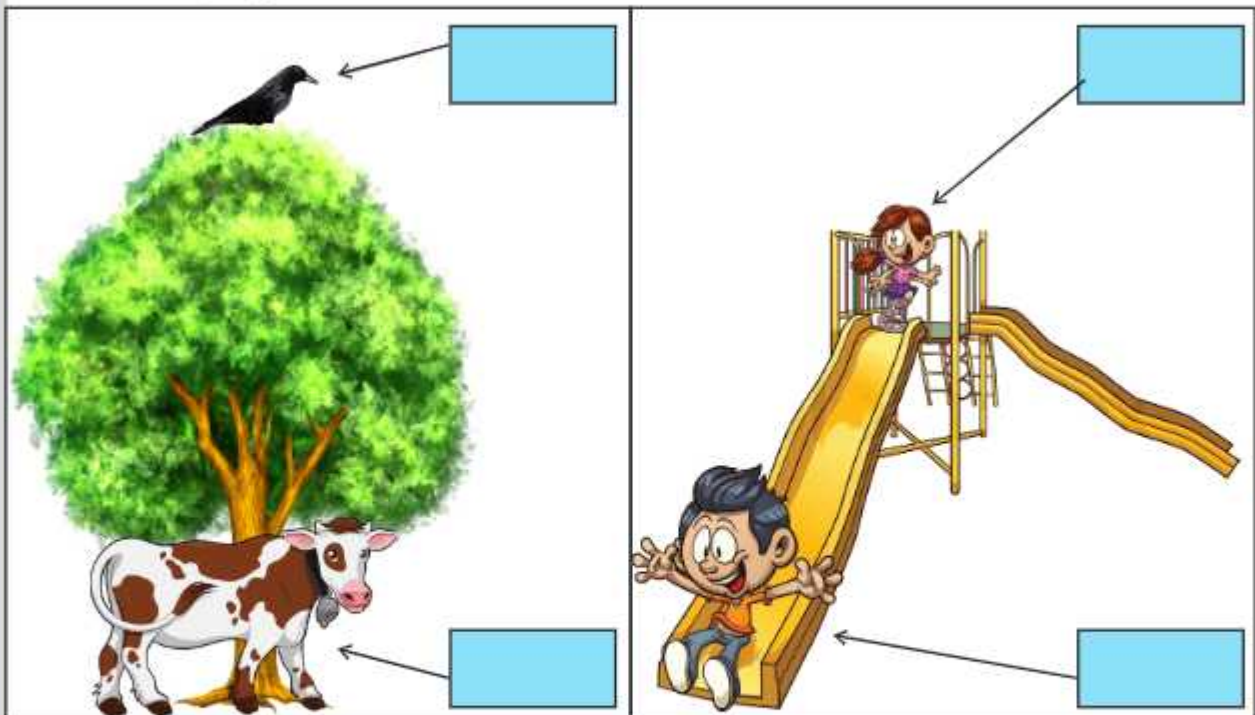


Now, all the children will keep their water bottles under
the desk and their bags on the table.



Let's do

Tick (✓) on the things which are lying 'on' and put (×) on the things which are lying 'under'.



In-Out

Activity



Dear students, where is the book lying ?

Well students the book is on the table, but it is out of the bag also.

On the table



Students! where are the books lying now ?

Good!

In the bag



Put tick (✓) for the things which are lying 'in' and put (×) on the things which are lying 'out'

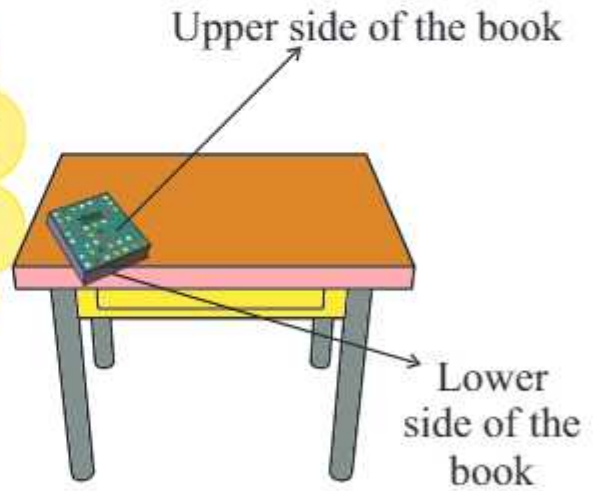


Activity

Upper-Lower



Dear students! look at the book lying on the table. The plane which you are seeing, it is the upper side of the book and the plane which you can not see is its lower side.



Put tick (✓) on above plane and (×) on the below plane.

Activity

After-Before













Who is standing before Aslam ?




Who is standing after Kuljeet ?

Pinki

Pinki

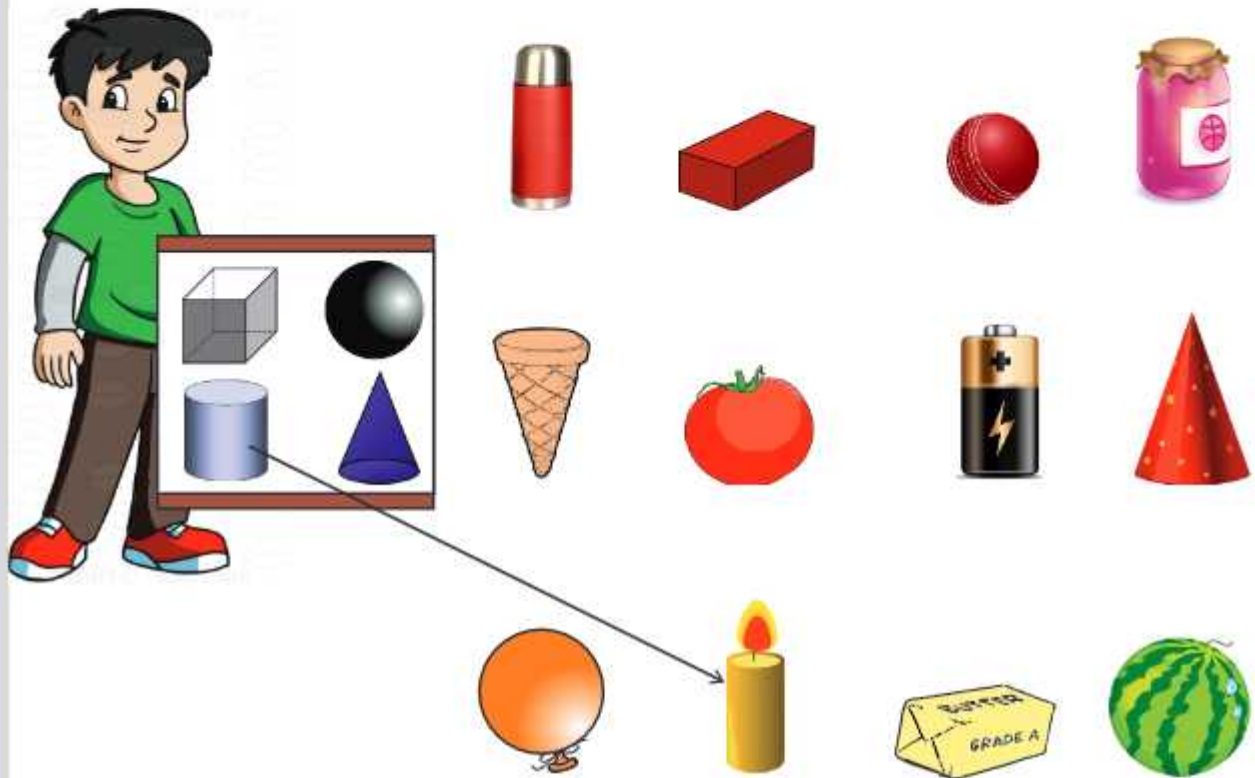
Let's do

Put tick (✓) on the activity that happens before and (×) on the activity that happens after.

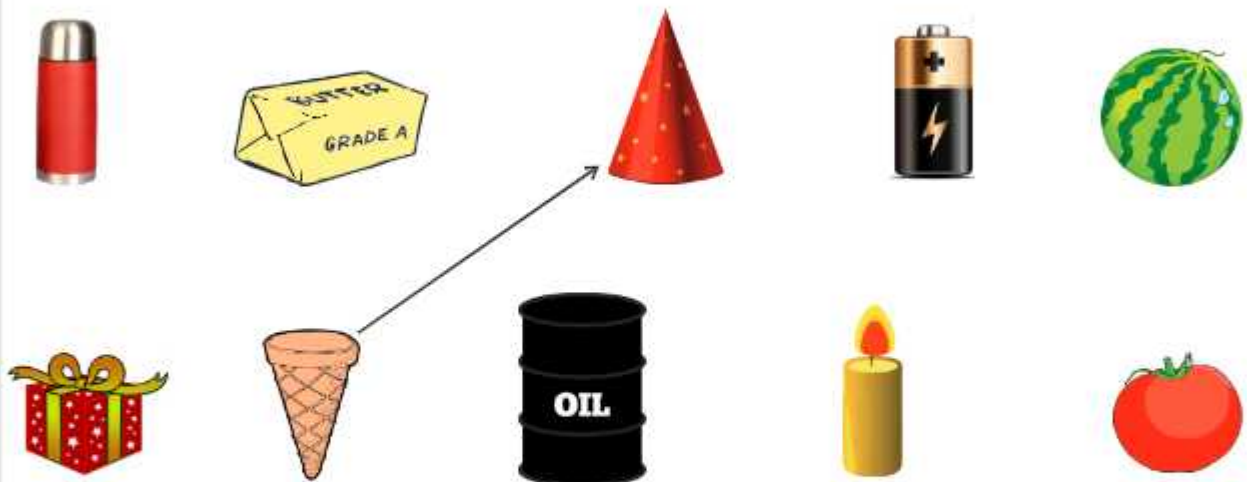
	<div style="border: 1px solid black; width: 100px; height: 100px; background-color: #add8e6; margin: 0 auto;"></div>		<div style="border: 1px solid black; width: 100px; height: 100px; background-color: #add8e6; margin: 0 auto;"></div>
	<div style="border: 1px solid black; width: 100px; height: 100px; background-color: #add8e6; margin: 0 auto;"></div>		<div style="border: 1px solid black; width: 100px; height: 100px; background-color: #add8e6; margin: 0 auto;"></div>

Separation

1. Match the similar shapes :



2. Make the pairs of shapes :



3. Encircle the objects which are black in colour.



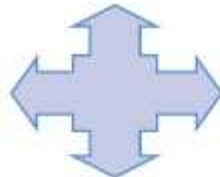
4. Encircle the objects which are black in colour.



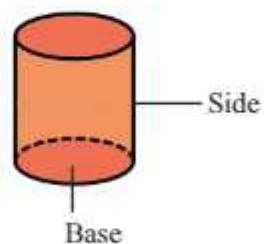
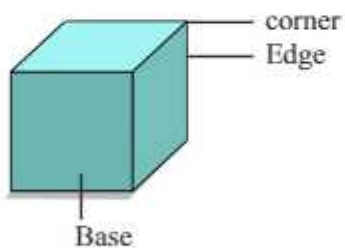
5. Encircle the leaves which look alike.

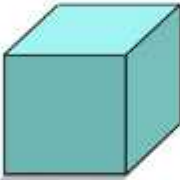
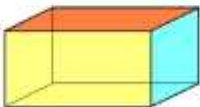
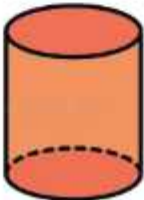



6. Encircle the shapes which look alike.



Faces (sides), edges and corners (vertices) of 3-D shapes



Name of solid shape	Solid Shape	Base	Edge	Corner/Vertex
Cube		6	12	8
Cuboid		6	12	8
Cylinder		3	2	0
Cylinder		1	0	0



Identify the shapes of the following objects and write their names.













Let's learn

Rolling-Sliding



Dear students! you all know that the ball rolls and box of sweets slides



Let's do

Put tick (✓) on the objects which roll easily and (×) on the objects which slide easily.











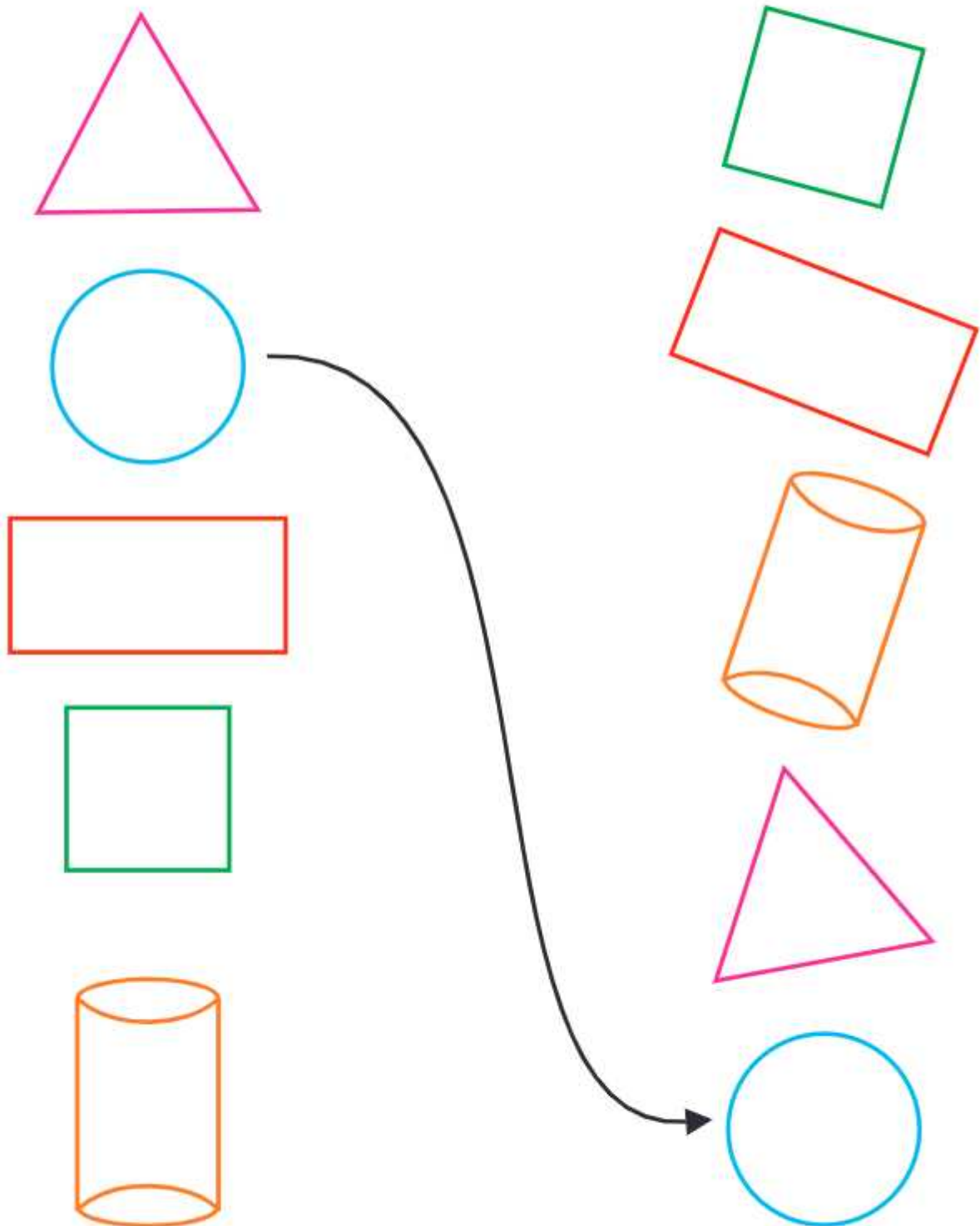






Separation

Match the shapes of same size and colour them :





Students will learn to divide the shapes in two equal parts.

1. Give a rectangular sheet to every student.



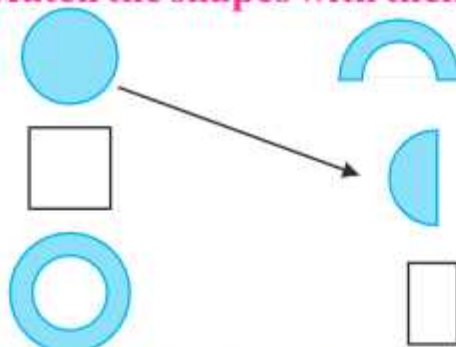
2. Tell them to fold the paper from the centre and tear into two parts along the crease.



3. Tell them to place one part on another and observe if they are similar.



1. Match the shapes with their halves. (as shown in the example)



2. Tick (✓) the shape, that can be divided into two equal parts.



3. Tick (✓) the correct half of a chapter.



Count the shapes in the pictures and colour them given below :

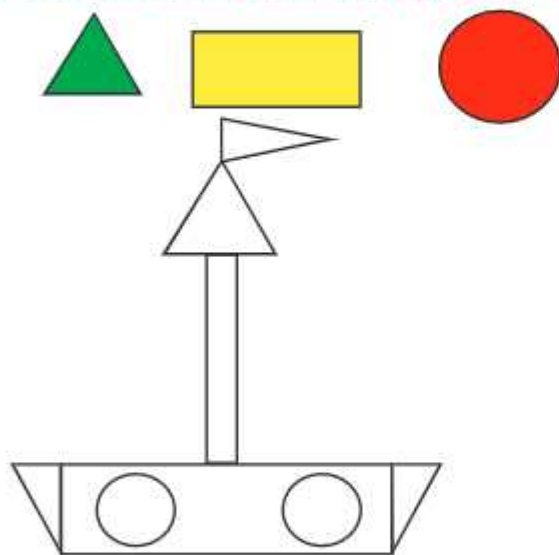


Fig.-1

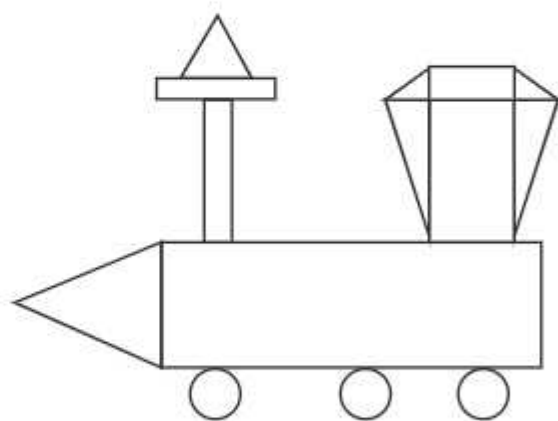





Fig.-2

	Fig.-1	Fig.-2
		
		
		

We have learnt

Shapes

Vertex-Plane, On-Under
In-Out, Upper-Lower
Before-After

Solid shapes around us

Separation

Classification

Rolling and sliding

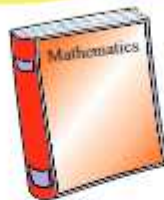
Objectives

- The students will be able to make the patterns with the solid objects.
- The students will be able to understand the patterns of pictures and numbers.
- Mental and intellectual development of students.

Activity



The teacher will start the concept of pattern with books and pencils.



Book



Pencil



The teachers will arrange the books and pencils, serialwise to make a pattern.

Next to it.



The teacher will call a girl student from the class.

After that the teacher will call a boy and ask him to stand on the right side of the girl.



Boy



Girl

Now the teacher will call all the students and make them stand serial wise as Boy-Girl-Boy.... and explain the pattern to the students.



Boy



Girl



Boy



Girl



Boy

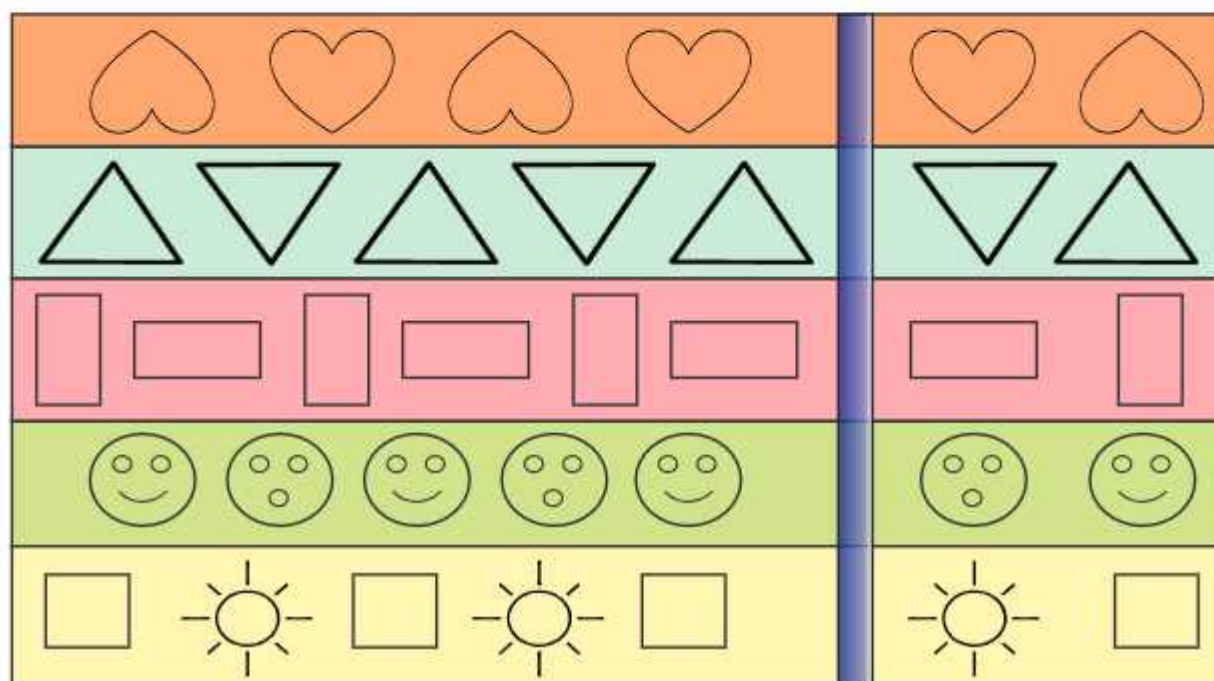


Girl

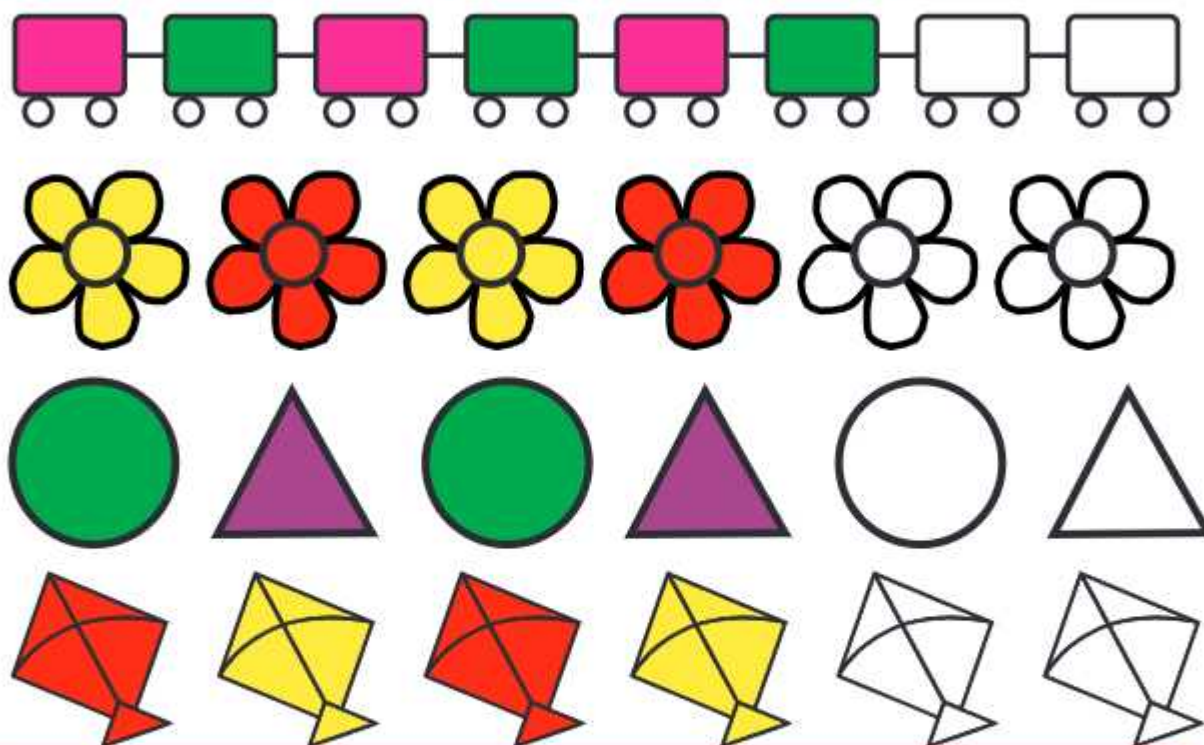
Now after this activity, the teacher will tell about patterns to students with different examples from their surroundings.



1. Encircle the correct shape in column 2 to complete the pattern in Column 1 :



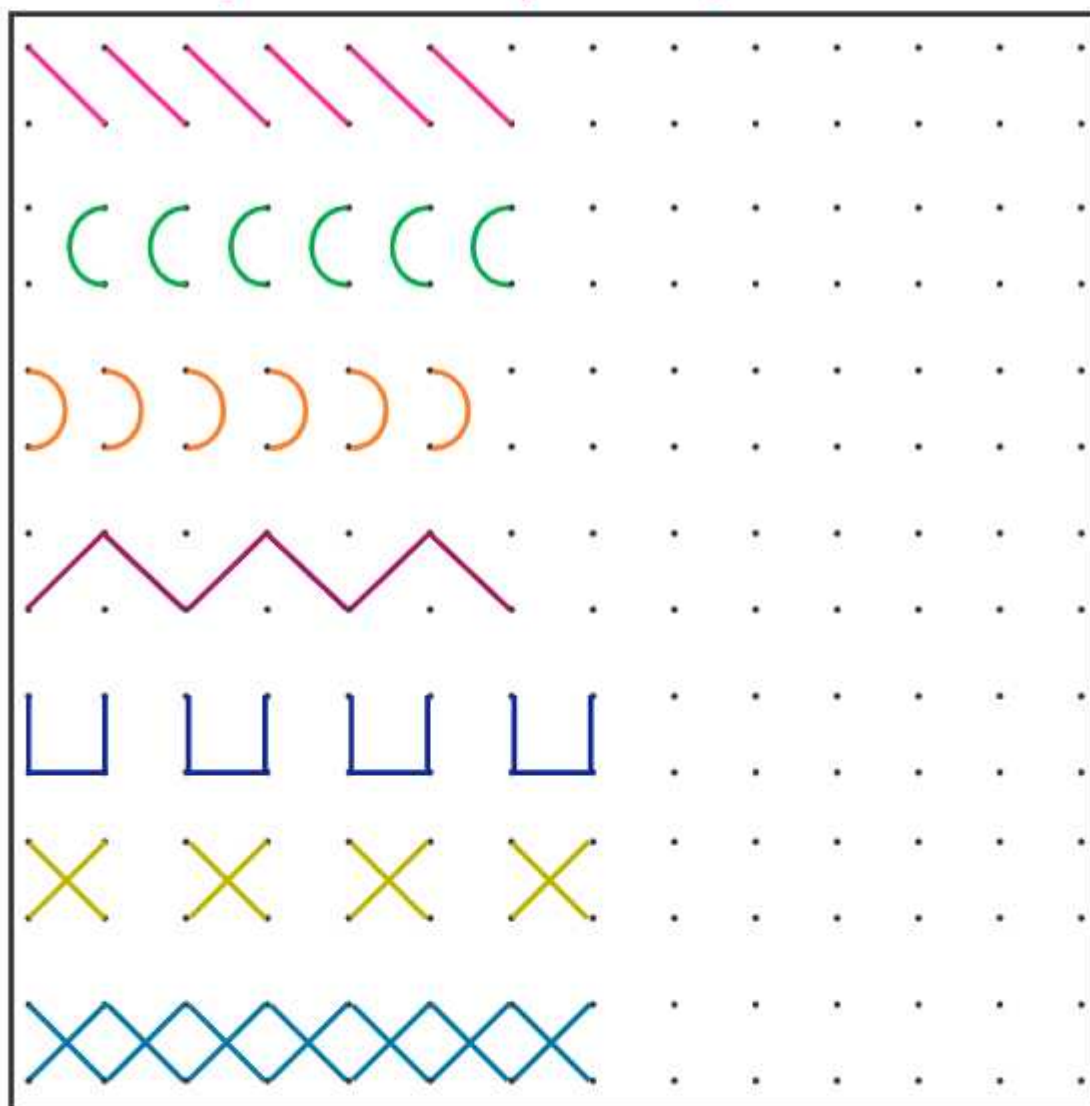
2. Complete the following pattern by filling colours :



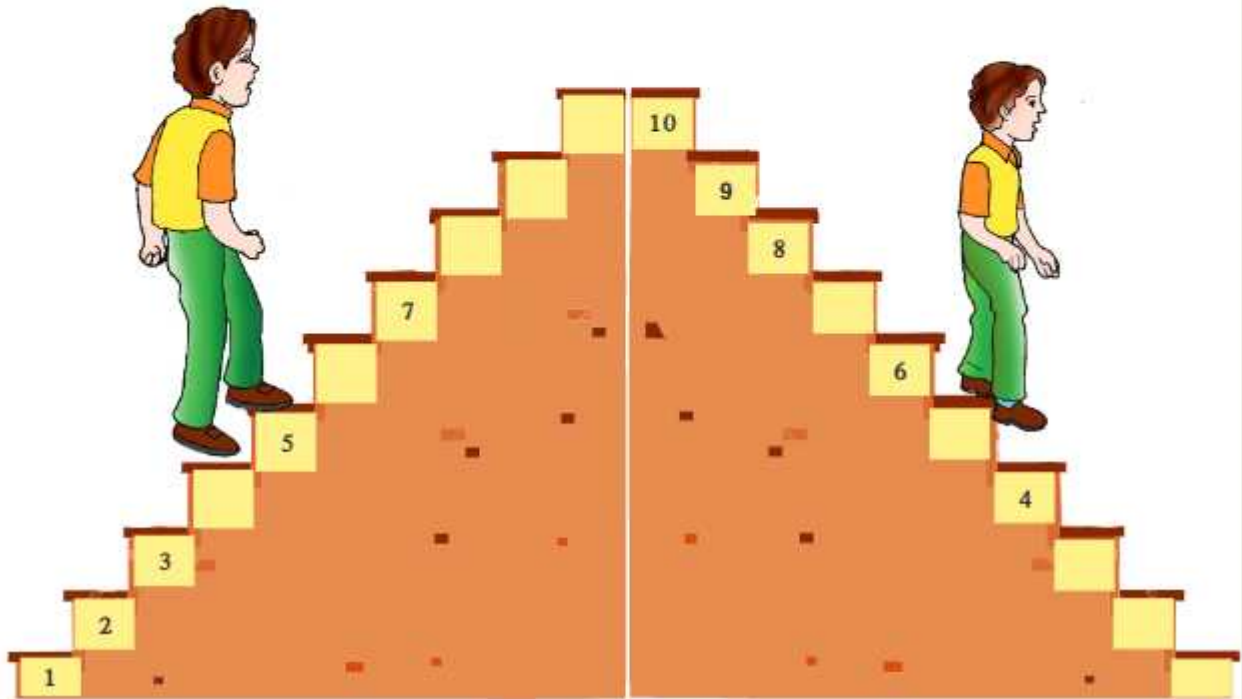
3. Make next shape according to the given pattern :

T	└	T	└	T		
H	O	H	O	H		
V	Λ	V	Λ	V		
A	B	A	B	A		

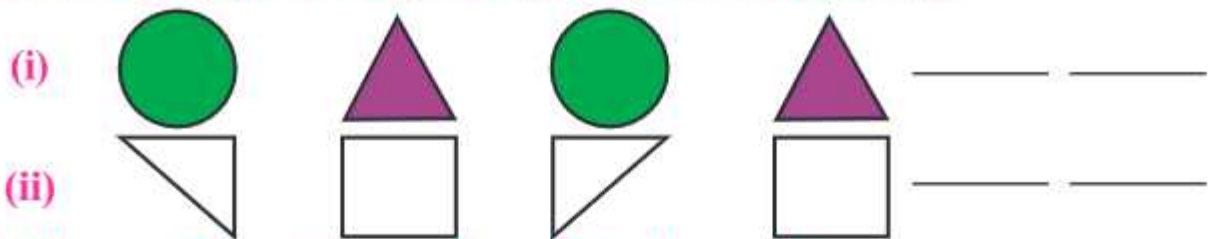
4. Observe the patterns carefully and complete them :



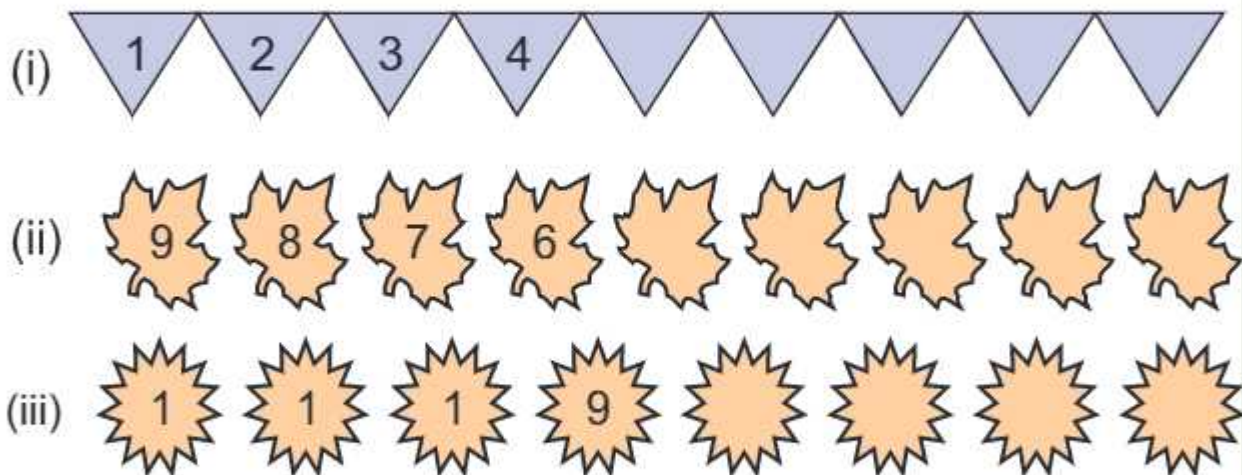
5. Observe the patterns and fill the numbers :

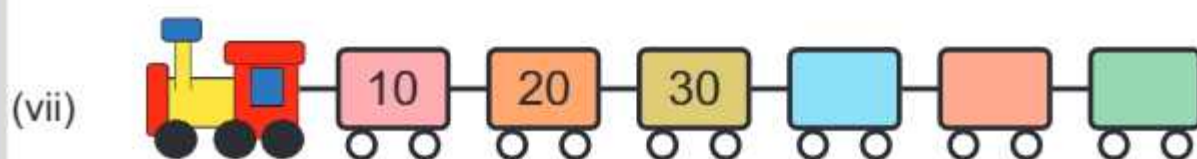
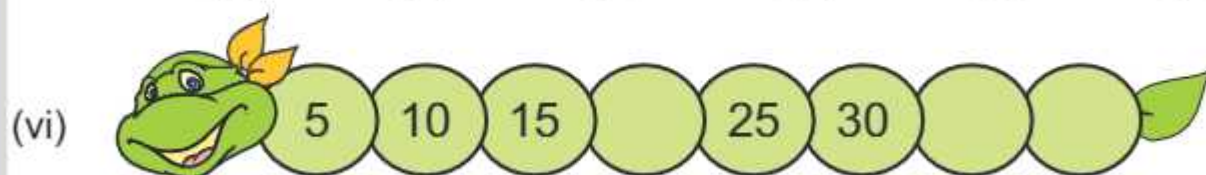
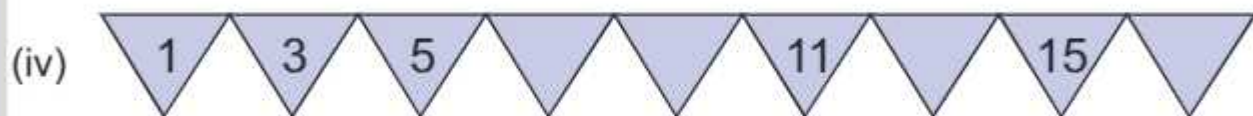


6. Look at the given shapes and complete the pattern.



7. Observe the pattern and complete the numbers.





We have learnt

Patterns

To understand
the patterns.

To complete
the patterns.

To make new
patterns.

Objectives

- To Enable the students to know about numbers.
- To enable the students to differentiate the objects according to their physical characteristics, by comparing and reasoning.
- To enable them to estimate length and its non-standard units.
- To enable the students to think logically.
- To enable them to understand the more or less quantity of liquids in different containers.



Answers of the students may vary and may be correct or incorrect.

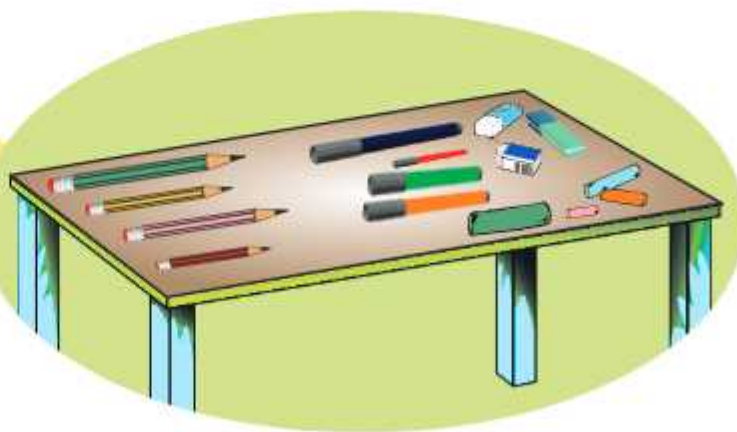
Let's learn

Long-Short



Let us do an activity related to length.

Dear students, put your pencils, erasers, sketch pens and some pieces of chalks on the table.



Students, this pencil is longest.



This pencil is shortest.



Similarly, this sketch pen is shortest in all sketch pens and this piece of chalk is bigger than other pieces of chalk.

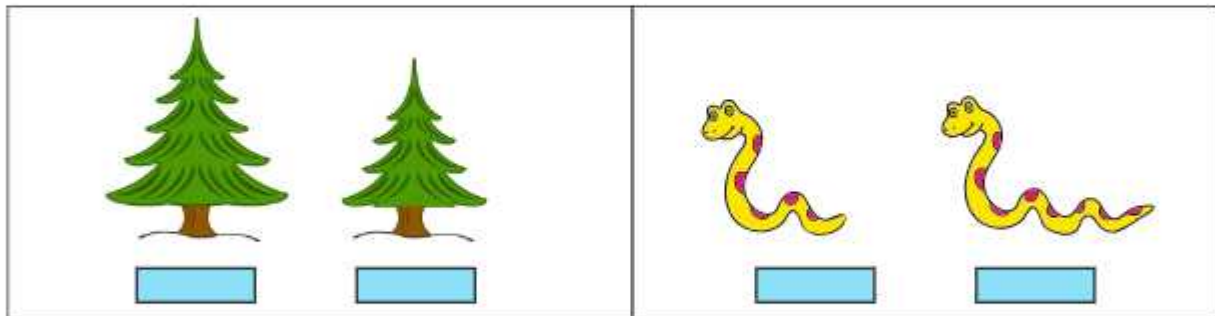


Dear students, Now see the fingers of your hand, and tell which is your longest finger and which is your shortest finger.

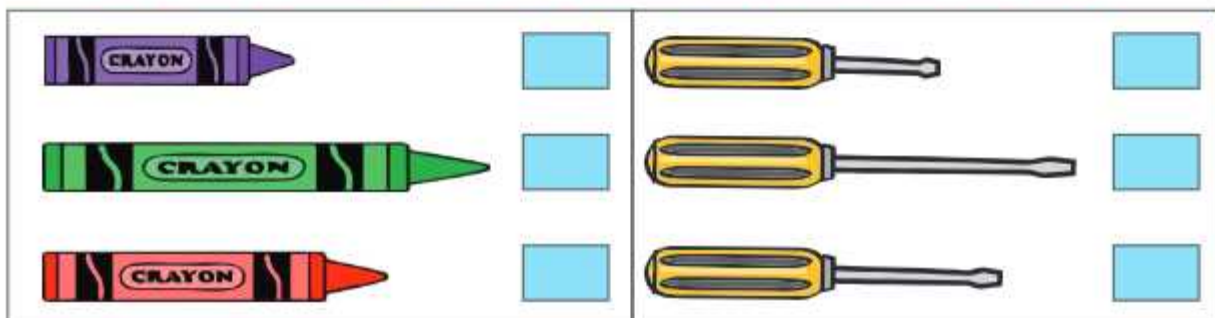




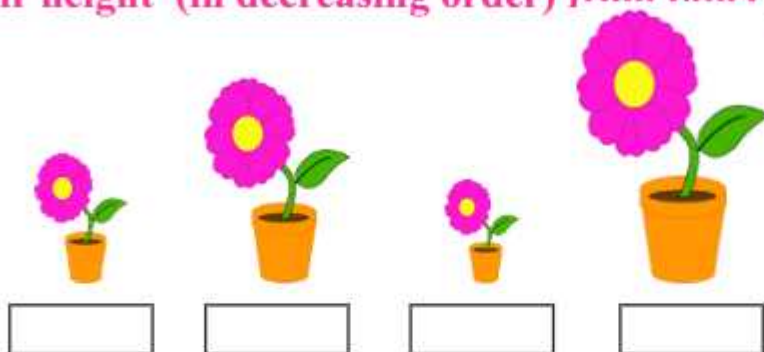
1. Put tick (✓) on long and (×) on short.



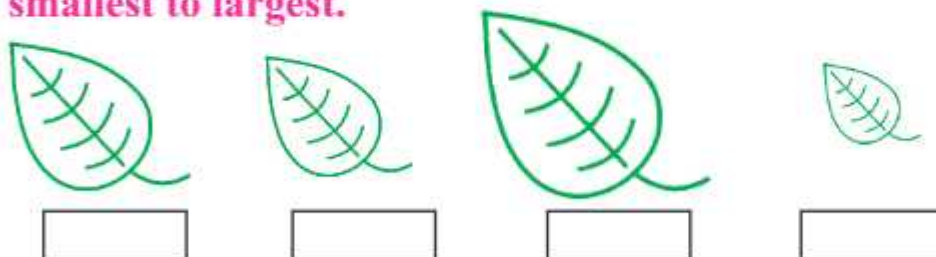
2. Write 1 to 3 according to given length; from short to long.



3. Write 1, 2, 3 and 4 in each box to put them in order according to their height (in decreasing order) from tallest to shortest).



4. Write 1, 2, 3 4 in each box for the given shapes of leaves from smallest to largest.



Let's learn

Thick-Thin



Now we will understand about thick and thin by an activity.

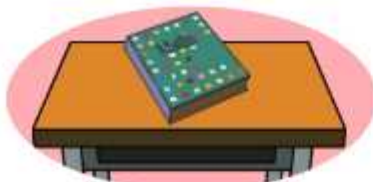
Dear students, keep your books on the table (Maths and Punjabi).



Students, this book is thick, so keep these types of books on this table.



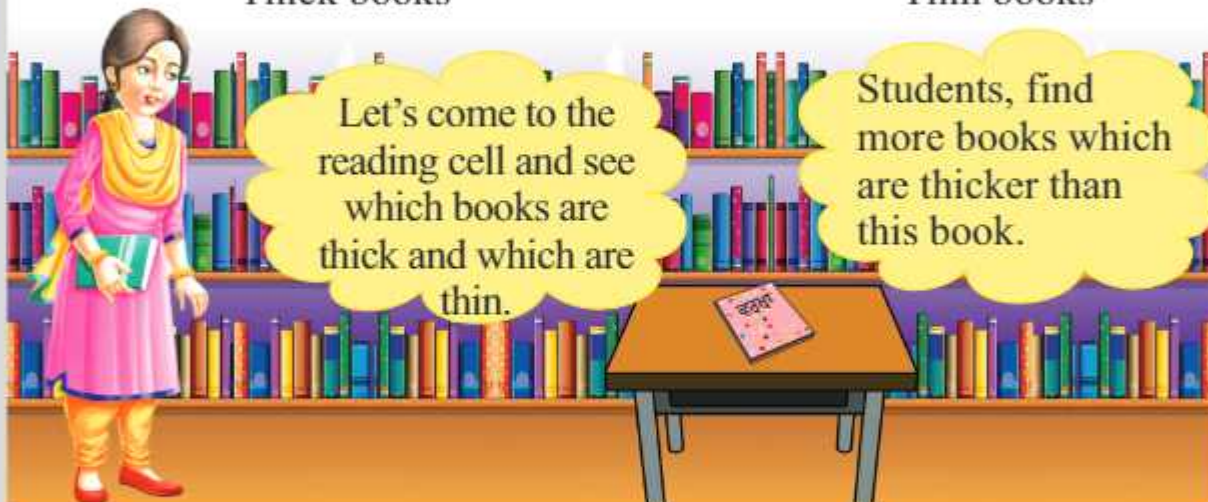
Students, this book is thin, so keep these types of books on this table.



Thick books



Thin books



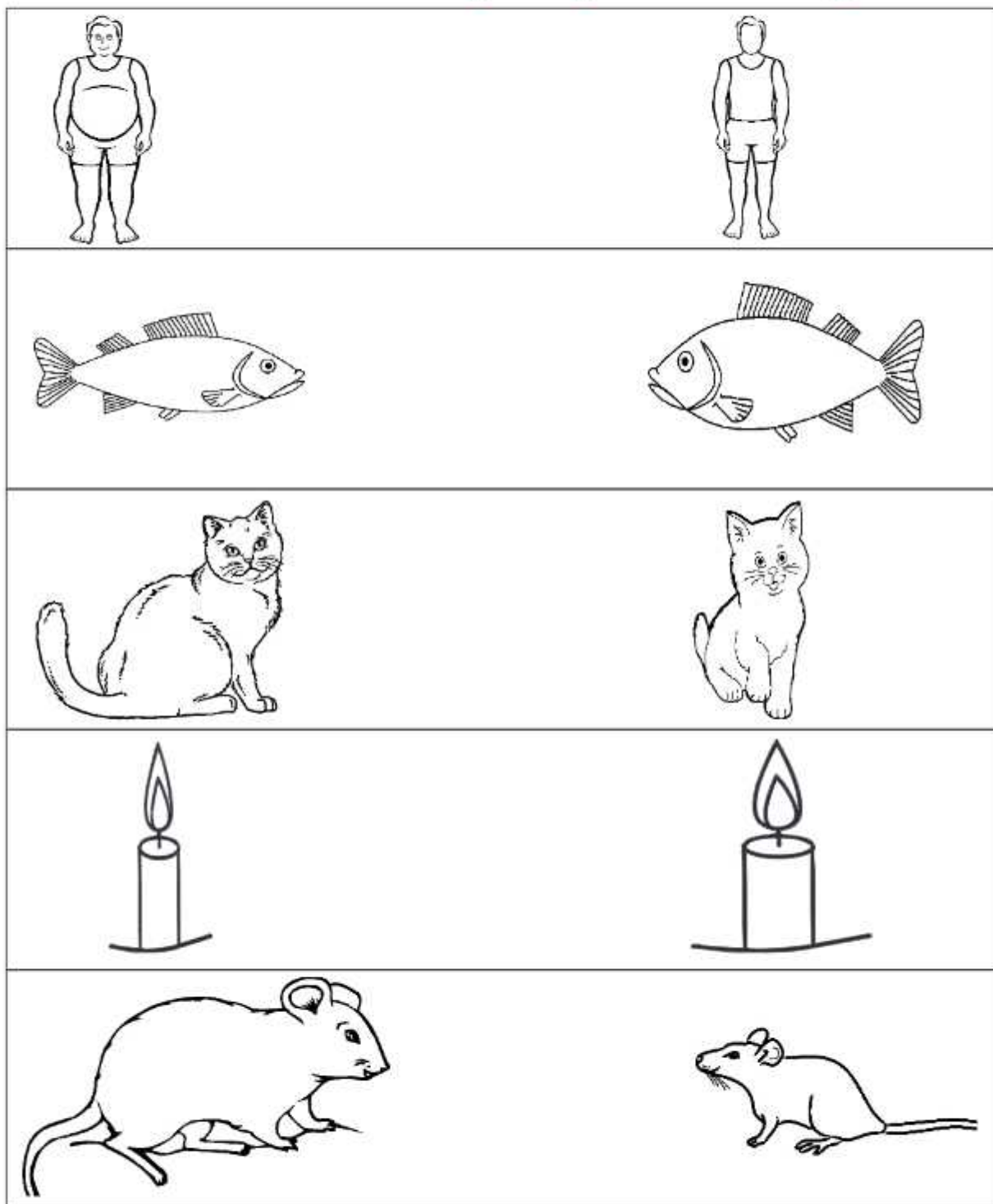
Let's come to the reading cell and see which books are thick and which are thin.

Students, find more books which are thicker than this book.



Worksheet

Fill the red colour in thick things and green in thin things.

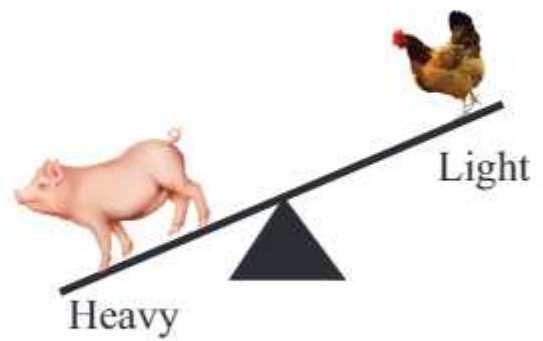
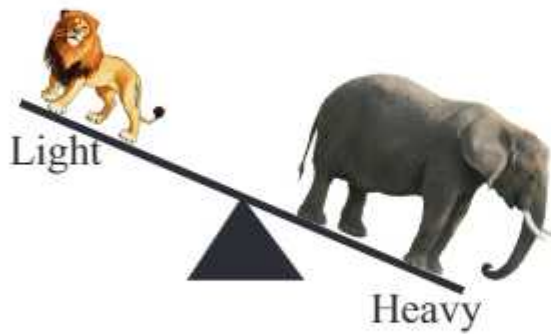




Let's go to the kitchen and see, which food is prepared today in Mid day meal?



Worksheet



Put tick (✓) on the heaviest.


☐

☐

☐

☐

☐

☐

Put tick (✓) on the lightest.


☐

☐

☐

☐

☐

Let's learn

Near-Far

Pooja, tell me which butterfly is near to the flower?



Aman, the butterfly which is at right side is near to the flower.



Near

Far



Pooja is standing near the flag.

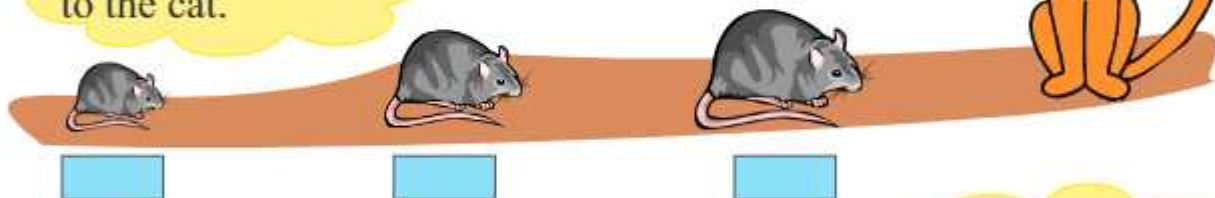
Aman is standing far from the flag.





Worksheet

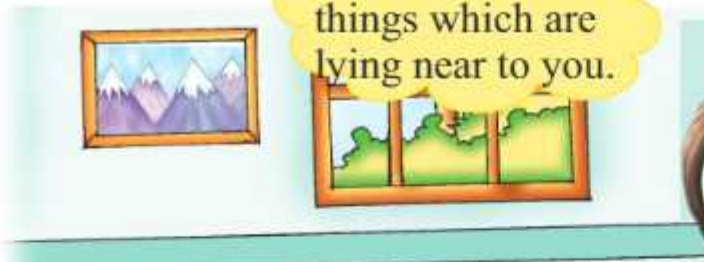
Put tick (✓) on the mouse which is near to the cat.



Put tick (✓) on the boy who is far from the slide.



Dear students, tell me the name of things which are lying near to you.



Now tell the name of things which are lying far from you.

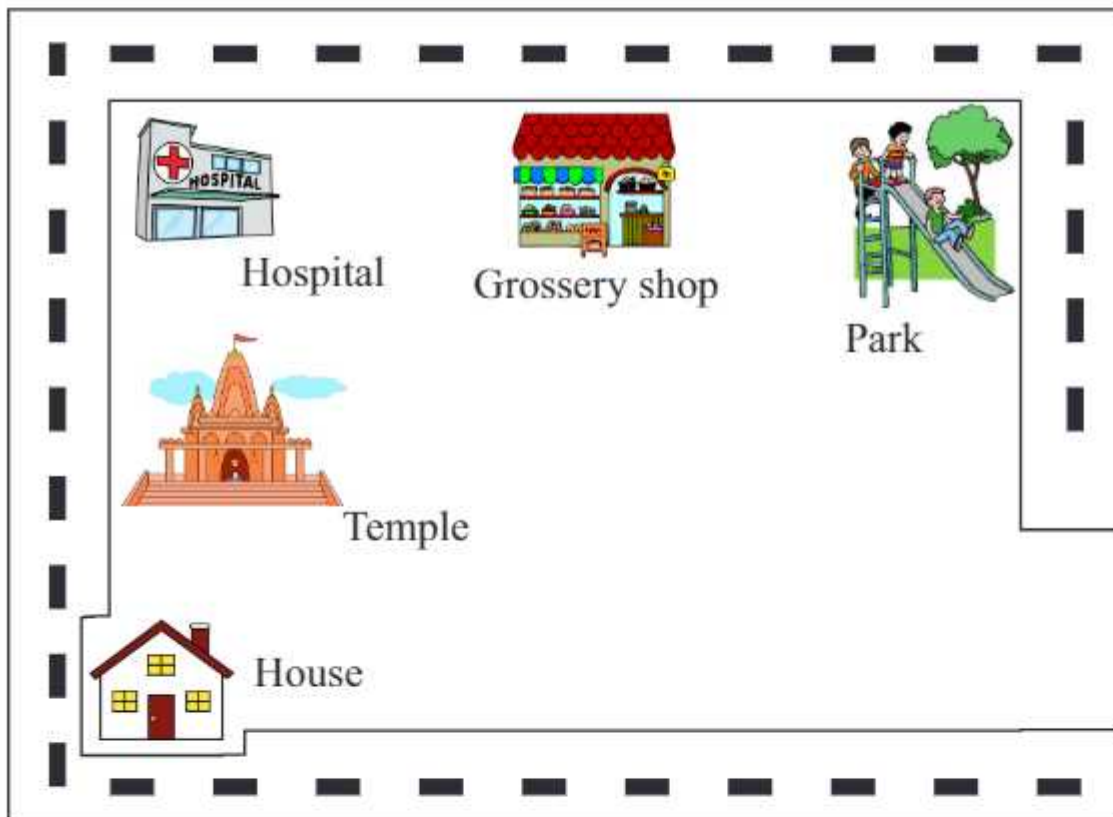


Note

The students will tell their teacher the names of the objects which are lying near and far from them and teacher will write the names of these objects on the black board.

Worksheet

1. Which place is far ? from your house ? Temple ☐ School ☐
2. Which place out of these is far from your house ? Hospital ☐ Park ☐
3. Which out of these is near from your house ? Park ☐ Grossery shop ☐



G.E.School.

You want to go to school from your house. There are two ways, one is nearer and the other is farther. Fill the blue color in nearer way and fill red color in the farther way.

Activity-2

Dear students! You have to guess how many fingers long is your book? Now measure the length of your book with your fingers and tell.



Estimate.....Fingers

Actual.....Fingers

Activity-3

Dear students! Guess the length of floor of your classroom. Now measure the length of the classroom with your footsteps.



Estimate.....Foot steps

Actual.....Foot steps

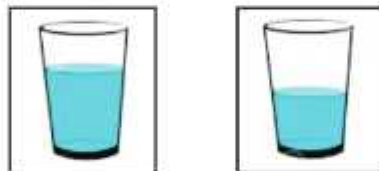
Note

1. While measuring with footsteps, the footspets and counting must match and the tip of toe of foot behind, must touch the heel of the foot in front
2. The teacher will instinct the students to measure similarly using their arm.

Guess and measure the more or less capacity.



Dear students can you tell, which glass has more quantity of water?



1. Encircle the container which can hold maximum quantity of

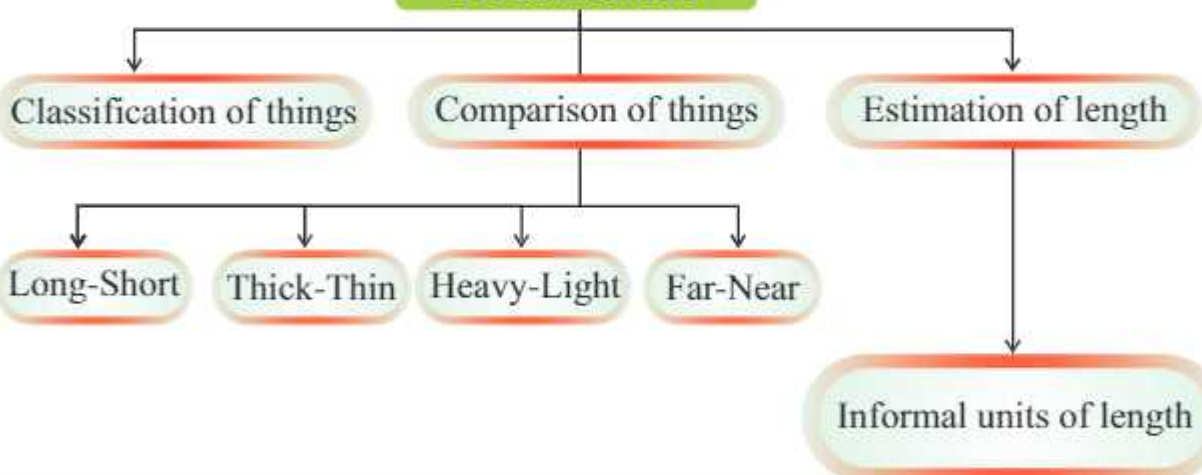


2. Encircle the container which can hold less quantity of water.



We have learnt

Measurement



Objectives

- To enable the students to aware about importance of time in daily life.
- To develop understanding in the students with the help of activities related to different times of day like morning, afternoon, evening and night.
- To impart knowledge about names of days and months.



Let's learn



When ends up the dark
Down on its mark
Getting ready for the school
Wearing uniform and cool
Watch all the way is looking adorning
It's called the good morning





Wake up in the morning



Brushing teeth



Taking Breakfast



Ready for school



Tell Orally



When does the sun rise?



After wake up, When do you brush your teeth?



When do we sing shabad and Our National Anthem in the school daily?



Note

The teachers will give basic information of time to students without any definition but only through the daily activities of students. First of all the teacher will ask students orally about their daily routine

like wake up, brushing teeth, morning walk, be ready for school after taking bath, go to school etc. so that students can understand the importance of time.

Let's learn

Afternoon



Playing in the half time
All friends of mine,
When rings the bell
Rushing to classes and yell
Sun on heads heat soon
It's called the noon.



Let's do



Dear students, which
time of the day these
pictures are ?



The students are playing
under the tree in hot sunlight.
what is the time of the day?



Note

The teacher will give some examples related to afternoon, where students will be seen doing some activities of daily life. The teacher will try to explain the concept of afternoon time by giving examples like shining sunlight, hot sunlight, having lunch and when we are not able to look at the Sun.

Let's learn

Let's learn



When ends up noon
Spreads dark very soon
All friends having fun
No ray of sun
Looking milk for cusk
It's called the dusk.



Let's do



After doing homework,
when do you play ?



Dear students, what time of
the day this scene shows ?



After leaving your school
when do you study ?



Let's learn

Night time



Stars in the sky
We want to fly
Grandmom's story
having full of glory
Pray to God and switch off light
It's called night.



Let's do

What are the parents
of Babloo doing?
What is this time?



What is Babli doing?
What is this time?





Let's learn

Days of Week

Dear students! There are seven days in week. Monday is the first day of the week.,

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



Let's learn

Months of the year

Dear students! There are twelve months in a year. January is the first month of the year and December is the last month of the year.

Sr. No.	Name of the Month	Sr. No.	Name of the Month
1	January	7	July
2	February	8	August
3	March	9	September
4	April	10	October
5	May	11	November
6	June	12	December



1. Write the day before/after/between for the given days.

(a)

	Thursday
--	----------

 (b)

Monday	
--------	--

(c)

Friday		Sunday
--------	--	--------

2. Write the month before/after/between for the given months.

(a)

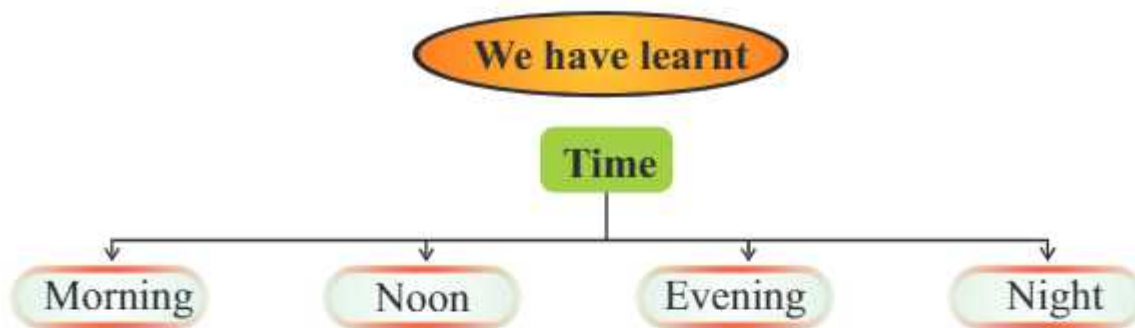
	June
--	------

 (b)

March	
-------	--

(c)

October		December
---------	--	----------



Objectives

- To enable the students to recognize the similar objects from a group of different objects and collect the data.
- To enable the students to represent a data and explain the given data.
- To enable the students to understand less and more.
- To enable the students to count the things.

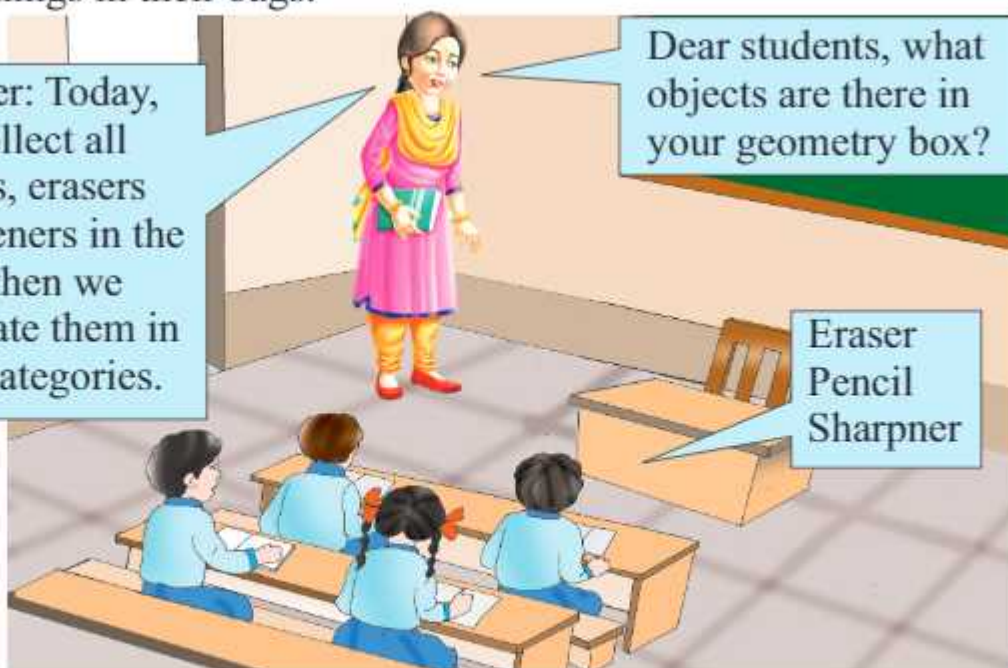
Activity

The teacher will start with simple conversation with students and ask about the things in their bags.

The teacher: Today, we will collect all the pencils, erasers and sharpeners in the class and then we will separate them in different categories.

Dear students, what objects are there in your geometry box?

Eraser
Pencil
Sharpner








Students, let's separate pencils first from these collection and then we separate erasers and after that we will separate sharpners.

We have separated all the things.



Now, first of all we will count pencils, then erasers and then sharpners.

When the students have counted all the things, then the teacher will make a table on the blackboard and then ask the students to write number of things in the following table.

 Number of pencils	
 Number of erasers	
 Number of sharpners	



Note

The students will count all these things separately, and the teacher will try to involve all the students in this activity, if any student does wrong counting then the teacher will correct it with the help of students.

Activity



Dear students! we have counted pencils, erasers and sharpeners in your bag. Now tell me what are other things in your bags?

Copies, books



Water bottle



Now we will collect books and copies from all bags.





Students will do accordingly and collect all the books and copies.



Now we will separate books and copies collected in group. After doing this we will count books firstly and then copies.

When the students count all the things, then the teacher will make a table on the blackboard and then ask the students to write number of things count of books and copies in the following table.

 Number of books	
 Number of Copies	

Now tell :

Now tell me which things are more, books or copies? and how many more ?

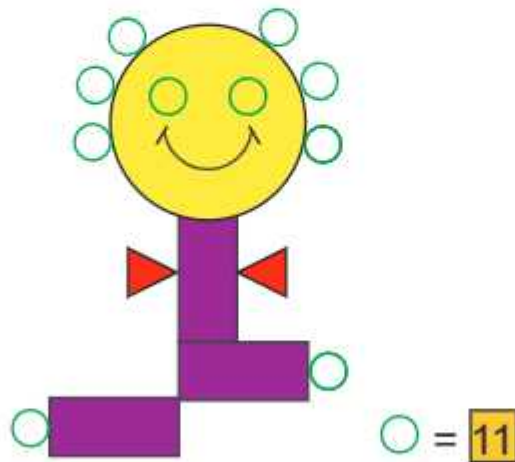


Note

The teacher will get separated books and copies by students.

Let's learn

1. Count '○' in the picture given below.



2. Count boys and girls in the group given below.



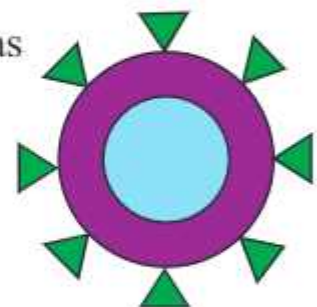
Number of boys 6

Number of girls 4

Let's do

1. Count and write the number of shapes in the table as shown in the picture.

○	
△	







Make the figure of shape that has appeared most of the time?

On Diwali, Simran has decorated the door of his house with stickers of different colours.



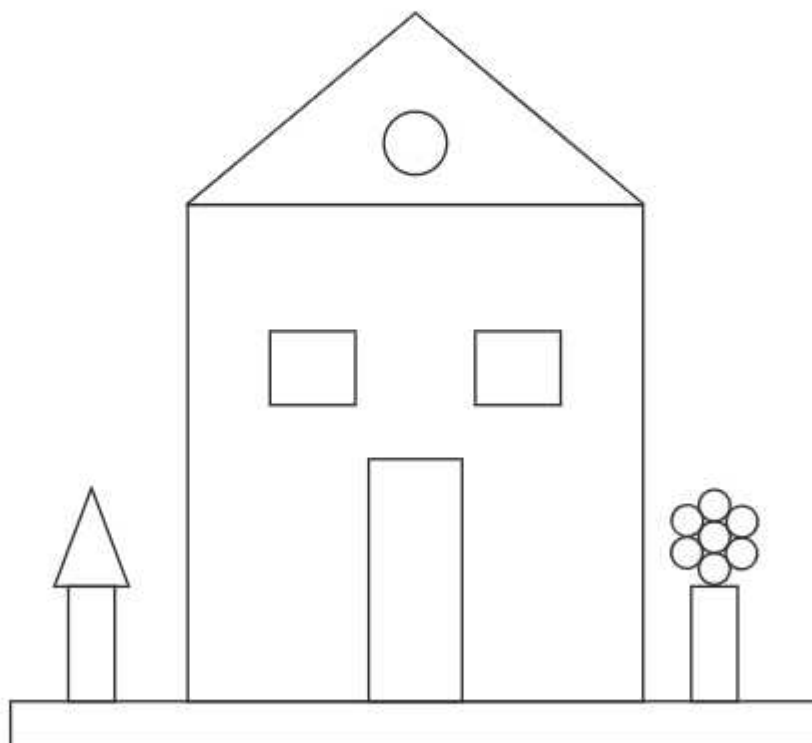
Count the different coloured stickers and complete the given table.

Sticker	Number
	
	
	
	

How many times blue coloured sticker stuck?

How many times red coloured sticker stuck?





3. Colour the given picture as per the given directions.



Directions :



4. Count the different shapes in the previous question no.3 and complete the table given below:

Shape				
Number				

Tell me now

(I) Which shape is repeated for more times here?

(ii) Which shape is repeated for less time here?



5. See the picture carefully, count and write the number of animals in the table given below:

6. The game period for class I was going on. After the period, the teacher started calling the students with their name. Now count the letters of every name of students write them in the table given below:

Name of Students	Number of Letters
KAMAL	
JASKARAN	
PAWAN	
HARMAN	
HARLEEN	
SATWANT	
NOOR	

Now tell me

(i) How many names has 5 letters?

(ii) How many names has 4 letters?

(iii) How many names has 7 letters?

(iv) How many times letter 'N' has come in the above names?

Practical activity

Objective:

1. In the class, make group of boys and girls separately.
2. To enable students to understand the concept of less or more.
3. To provide chance of counting.

Material Required: Pencil, copy, blackboard and chalk.

Method :

1. All the students of class I are to sit in a group.
2. The teacher will converse with all the students.
3. Then the teacher ask the students to make the group of boys and girls separately.
4. Boys will make a group and sit separately on one side.
5. Now the teacher will make a table on the blackboard as given below and asks the students to make the same in their note books.

Number of boys	
Number of girls	

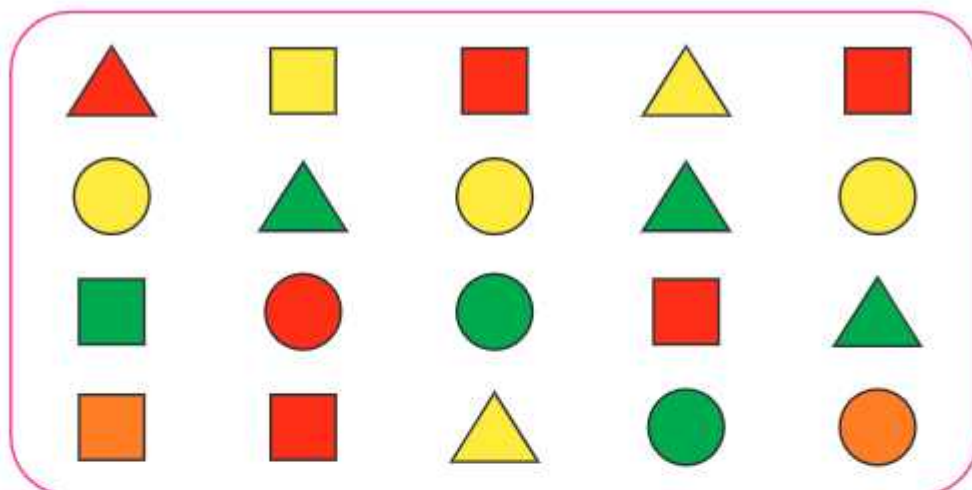
6. Then the teacher will ask a boy from the group to count the number of boys. Then he calls another boy and ask to count again the number of boys after verification and write it in the table on blackboard.
7. Similarly the teacher will ask a girl from the group to count the number of girls. Then he calls another girl and ask her to count again the number of girls after verification and write it in the table on blackboard.

Conclusion:

1. How many boys are there in the class?
2. How many girls are there in the class?
3. are more in the class? (Boys/Girls)
4. How many students are there in the class?
5. are less in the class? (Boys/Girls)



1. There are 4 triangles (Δ) in the figure given above. (✓ or ✕)
2. Answer the questions given on next page by seeing the following figures.



Put tick (✓) on the correct answer.



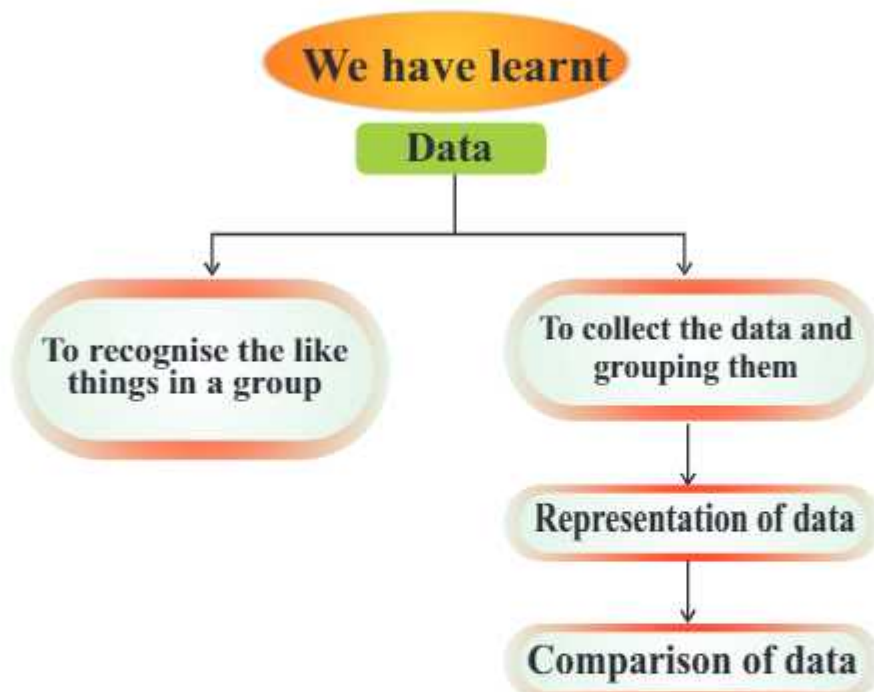
Note

The teacher will collect the data of length of arms of students with the help of paper strips and will ask questions related to their length of arms (smallest, longest, equal etc.) and will find the result.

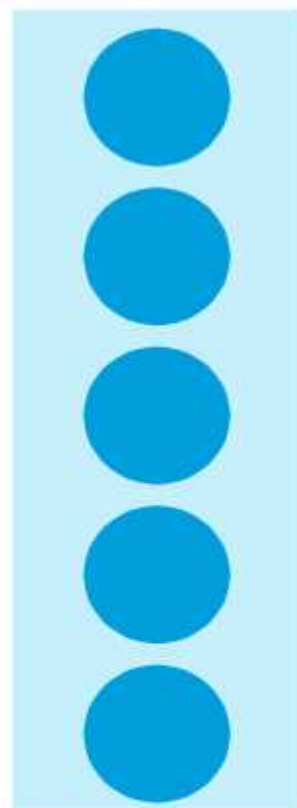
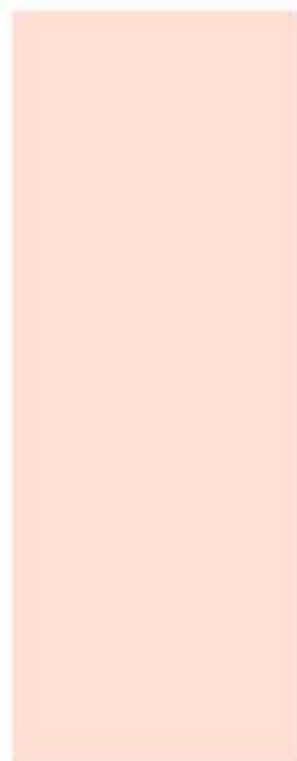
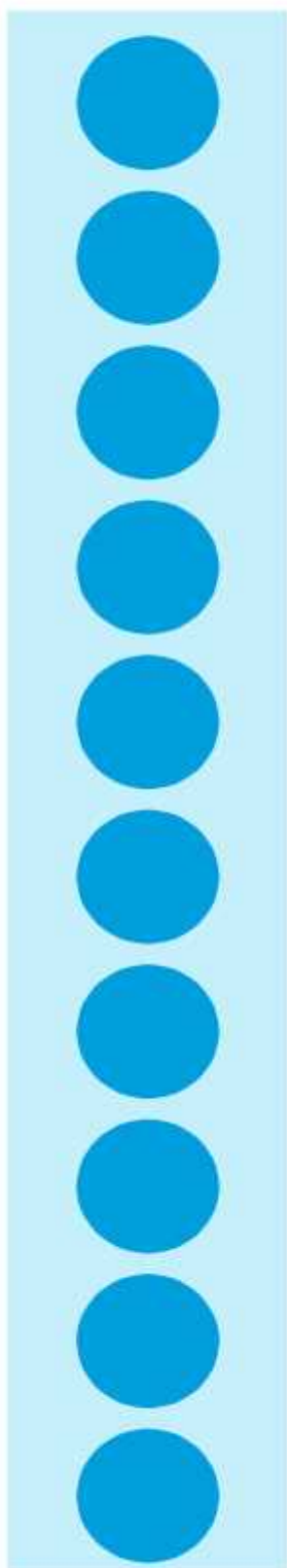
- (i) How many triangles (\triangle) are there in the figure ?
(a) 4 (b) 3 (c) 6 (d) 5
- (ii) How many circles (\bigcirc) are there in the figure ?
(a) 5 (b) 3 (c) 7 (d) 4
- (iii) How many squares (\square) are there in the figure ?
(a) 7 (b) 6 (c) 3 (d) 2
- (iv) Which is in least number in the figure ?
(a) \bigcirc (b) \triangle (c) \square (d) None of these

4. **Fruit BANANA has number of letters.**

5. **In colour 'YELLOW' the number of letters are**



Sliding Card





Maan Cards



1

10

6

2

20

7

3

30

8

4

40

9

5

50

80

60

90

70

100





