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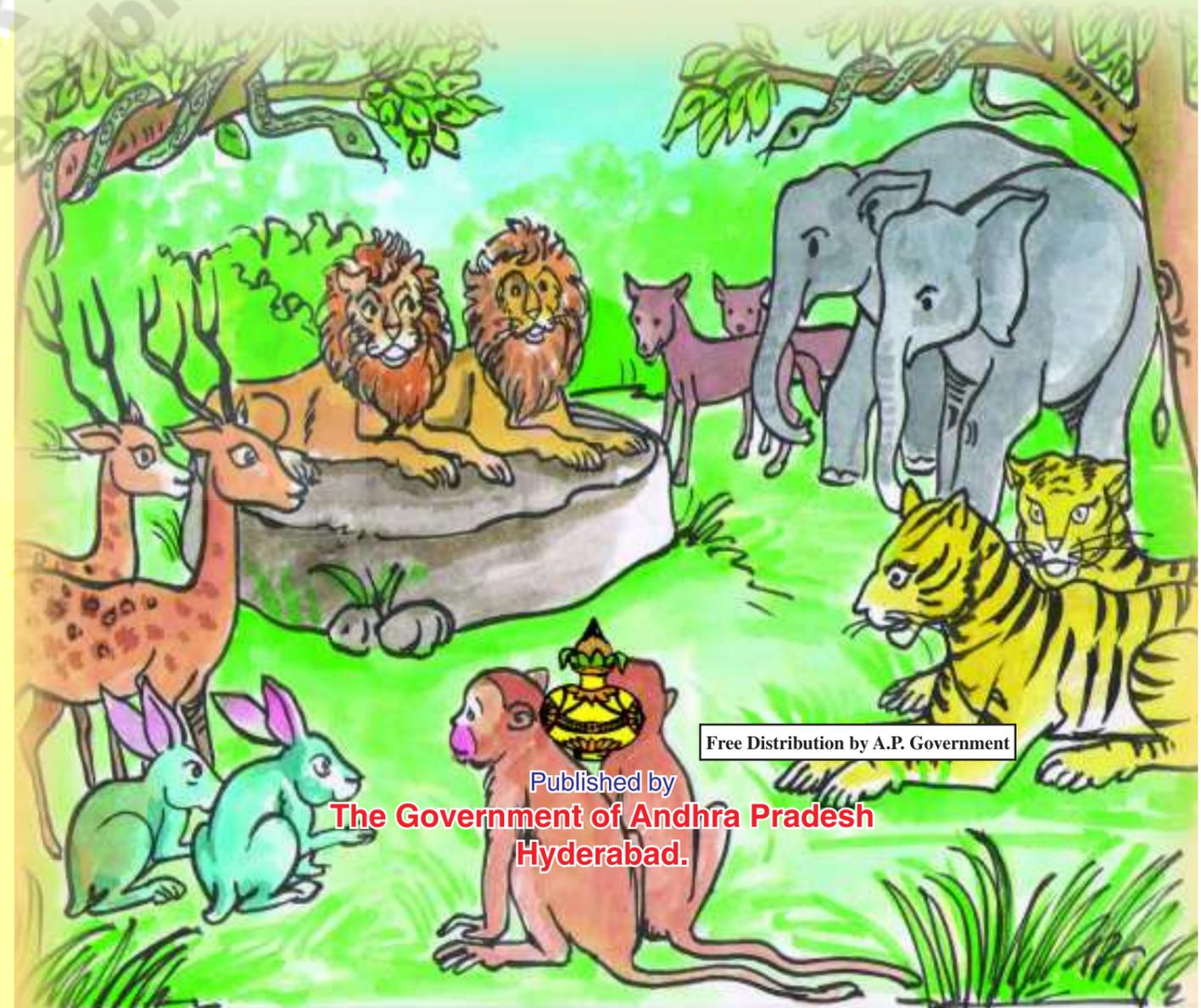


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MATHEMATICS

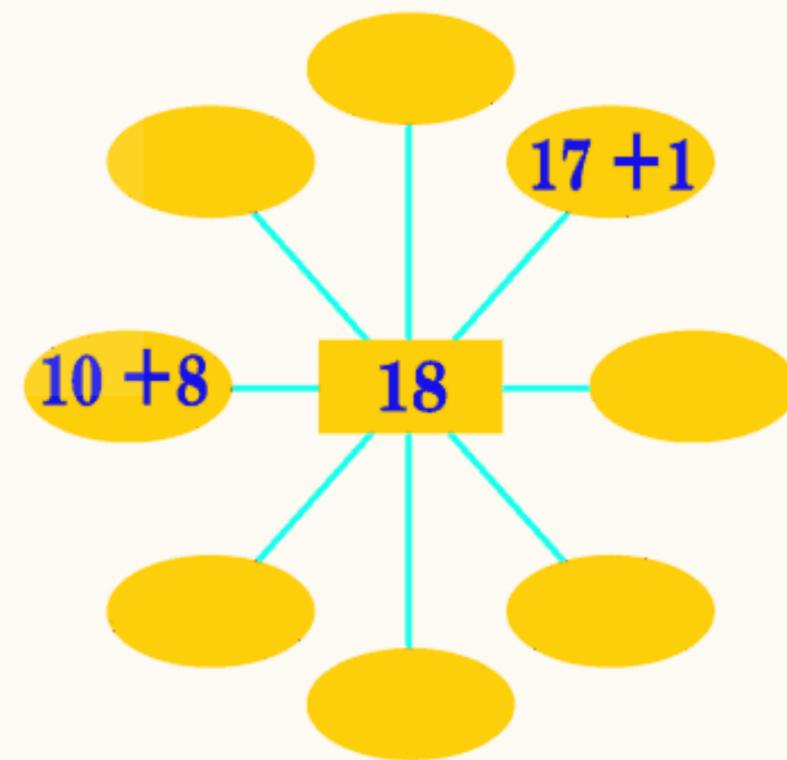
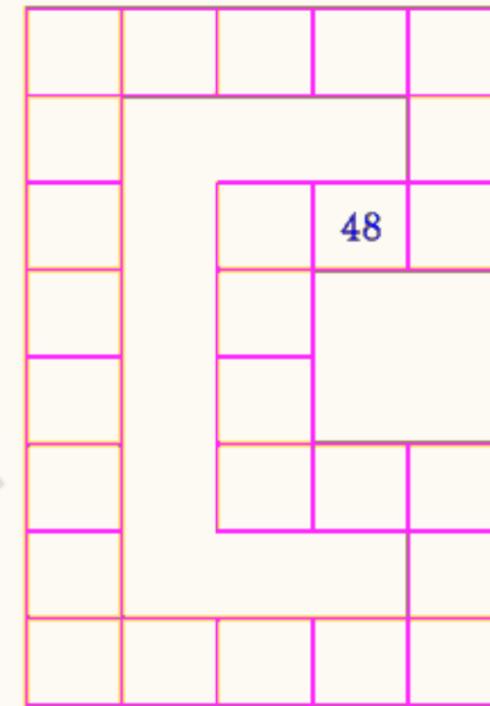
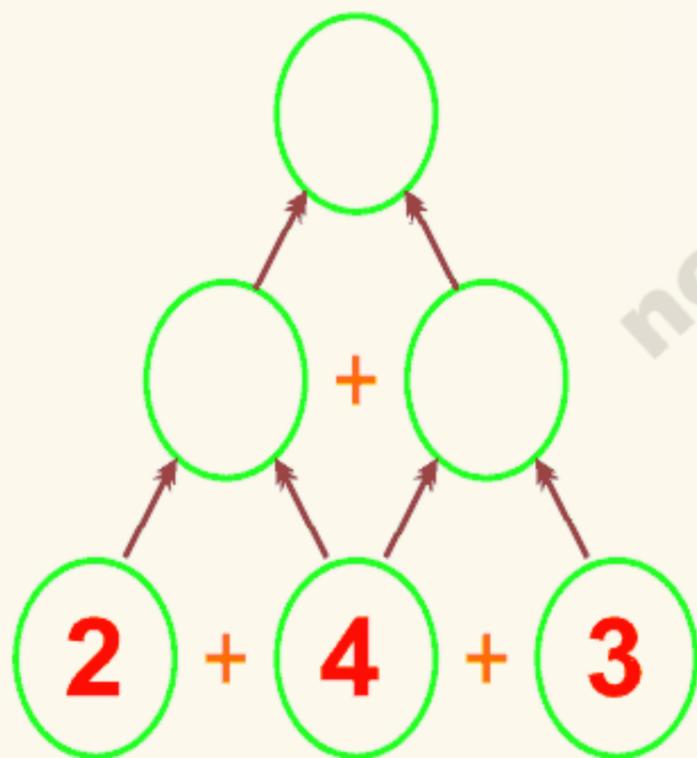
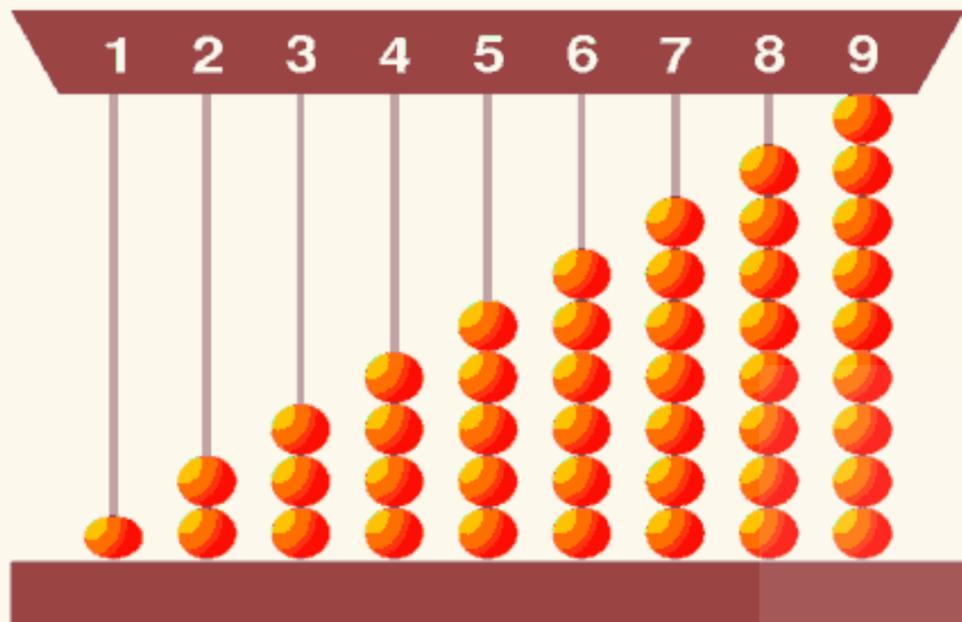
CLASS I

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MATHEMATICS

CLASS - I

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FOREWORD

Classes I and II are very important in school education. We consider them the foundation. The learning by children at higher classes depends on skills of Language and Mathematics they acquire at the primary stage. Children have some mathematical concepts before they come to school. The learning of mathematics must be built on the foundation of the concepts known to them.

Children use mathematics in their daily life situations. They estimate, calculate and compare quantities in an informal way and in meaningful situations. With a view to bidding farewell to rote learning and beginning to learn mathematics meaningfully, textbooks for classes I and II were prepared.

Units have been prepared in such a manner that pupils knowledge construction through investigation, understanding of mathematical concepts through observation, confirmation and generalisation in accordance with the basic principles laid down in National Curriculum Framework 2005 and Right to Education 2009. Meaningful 'Activities' and 'Exercises' were included such that children understand mathematical concepts and utilise their knowledge. Mathematical concepts were introduced in each unit of this book beginning with events in pupil's daily life situations, games they play and so on. Activities and exercises ensure that pupils acquire competencies like mathematical concepts, solving problems in a systematic way, thinking logically, expressing ideas in mathematical language etc. The book contains a large number of pictures besides different situations and activities to ensure proper understanding of concepts.

Learning mathematics is every child's right. Children can achieve mastery over numbers and the four mathematical operations by utilising these textbooks which have been prepared to create interest for mathematics and to ensure learning with enthusiasm. The requisite teaching-learning material should be prepared and ensure proper utilisation of children's learning time by organising teaching-learning processes. This is the first step towards preparing textbooks in the new system. We wish all the teachers will implement this and ensure that pupils achieve the mathematical competencies specified for classes I and II.

31-03-2011
Hyderabad

Smt. B.Seshukumari
Director,
SCERT, A.P. Hyderabad.

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NOTE TO TEACHERS

- Mathematics textbooks for classes I and II were prepared according to the basic principles suggested in NCF 2005 and the guidelines given under RTE 2009.
- Units were prepared in such a manner that pupils can learn mathematics with enthusiasm.
- Every unit includes the mathematical concepts known to pupils and pre mathematical concepts for the unit concerned besides appropriate exercises.
- The exercises have been prepared to ensure introduction of concepts through day-to-day / meaningful situations, to get pupils to solve problems that involve logical thinking, to express ideas in mathematical language and so on.
- Exercises and activities are so planned that by the end of class I, pupils will be able to understand the concepts of two digit number, acquire the ability to add and subtract numbers, by the end of class II, they will be able to add numbers with regrouping, subtract numbers using the technique of borrowing, acquire the basic concepts of multiplication and division and so on.
- At the beginning of any unit, the pupils must be helped to observe the pictures given. Questions must be asked to test their previous knowledge of mathematical concepts concerned. The concepts of the unit must be introduced accordingly. In this process, locally-available objects like pebbles, seeds, sticks, beads etc., must be made use of. It must be organised as a whole classroom activity.
- Then group activities must be organised to solve problems in a systematic manner, to think logically, to estimate things and other exercises. This book includes certain instructions / suggestions for the teacher. Those instructions must be followed to take up questioning the pupils, discussing things with them, getting them to observe pictures, counting and recording information etc.
- In the same way encourage pupils to understand the instructions given for problems before they can solve the problems by themselves.
- The textbooks have been prepared to help the pupils to take up exploration observation, research, confirmation etc., to understand mathematical concepts and apply the knowledge for solving problems.
- For this a number of pictures depicting pupil's real life situations have been included.
- Children use mathematics extensively in many day-to-day situations. Consequently they acquire ability of application. As these textbooks have been prepared with this background, they are to be utilised completely and ensure utilisation of children's learning time.

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Syllabus – Expected Outcomes

Unit – 1: Pre Mathematical concepts

- Pupils can observe things and speak about them.
- They can use pre mathematical terms in their speech.
- They can use terms like inside - outside, above - below, fat - thin, big - small, more - less, deep - shallow and express them in their own words, giving examples and identify differences.

Unit – 2: Shapes

- Pupils can compare two dimensional and three dimensional shapes (It is not compulsory to express with Mathematical terminals)

Unit – 3 and 4: Numbers from 1 to 5; numbers from 6 to 9

- Pupils can count things in two groups and compare.
- Pupils can separate similar things from group and count them.
- They can count things upto 9 and show them with number and also write them in order.
- They can identify things of equal number.
- They can arrange the things in a sequence according to their number.

Unit – 5: Before - After - Between - More - Less

- Pupils can say the first, last, middle, previous, next things which are in order within 9 as per their place.
- They can compare things (upto 9) in two groups as more, less and equal.
- They can arrange numbers and things upto 9 in ascending and descending orders.

Unit – 6: Zero (0)

- Pupils can show zero when there are not any thing.
- They can say zero before 1.

Unit – 7: Addition of Numbers, the Total not Exceeding 9

- Pupils can say that if 1 is added to a number, we get the next number.
- They can count each bead in a chain and add them.
- They can write two numbers (upto 9) horizontally or vertically and add them.
- They can say how much is to be added to a number to get desired number.
- They can add things in two different groups and their total.

- They can add different numbers to get the same total.
- They understand that zero added to any number gives the same number.

Unit – 8: Subtraction of Numbers Less than 9

- Pupils can say how many things must be taken from 9 and also say how many remain.
- They can say that if 0 things are subtracted from a number upto 9 there will be no change and that the same number of things remain.
- They can compare groups and say less or more and by how much through subtraction.
- They can say zero things are there when all subtracted from given things.
- They can write numbers horizontally or vertically and subtract them.
- They can identify different subtractions with same result and also say them.

Unit – 9: Numbers from 10 to 20

- Pupils can say tens and ones for those more than 10.
- Pupils can count and write number upto 20 in order.
- They can say which is bigger and which is smaller among any numbers upto 20 are given.
- They can say the smallest and the biggest number among the given numbers.

Unit – 10: Addition of numbers sum exceeding 20

- Using bundle, loose sticks pupil able to do addition of two numbers sum not exceeding 20.
- pupil able to do row and column addition of numbers.

Unit – 11: Subtraction of numbers not exceeding 20

- Pupil able to subtract single digit number from two digit number by using bundles and loose sticks.
- Pupil able to do column and row subtractions.

Unit – 12: Introduction of tens from 10 to 100

- Pupil count stick bundles in tens from 10 to 100 and able understand and write them (10, 20, 30, etc).

Unit -13 and 14: Numbers from 10 to 100. Number that comes: Before-Between-After

- Pupils can show given numbers as tens and ones using currency notes or bundles of sticks and loose sticks.
- Pupils can say how many tens and how many ones are their in bundle of sticks and loose sticks or ten rupee and one rupee coins.
- They can say/ write smaller, bigger or the middle numbers among those below 100.
- They can write numbers from smaller to bigger and bigger to smaller in order.

Unit – 15: Money

- Pupils can identify different coins (50 p, Re.1, Rs.2, Rs. 5)
- They can say two 50-paise coins make one rupee
- They can identify notes of denominations 1, 2, 5, 10, 20, 50 and 100.

Unit – 16: Time

- Pupils can identify different times of a complete day (morning, afternoon, daytime, evening, night). They can say what people at those times.
- They learn what they must do at what time

Unit – 17: Length – Weight – Size

- Pupils can measure things using nonstandard units like foot, cubit etc
- They can say which is heavier or lighter, which contains more liquid
- They can estimate length, weight and size without actual measurement
- They can say which is more / size

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OUR NATIONAL ANTHEM

- Rabindranath Tagore

Jana-gana-mana-adhinayaka, jaya he

Bharata-bhagya-vidhata.

Punjab-Sindh-Gujarat-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga

Uchchala-Jaladhi-taranga.

Tava shubha name jage,

Tava shubha asisa mage,

Gahe tava jaya gatha,

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata.

Jaya he, jaya he, jaya he,

Jaya jaya jaya, jaya he!

PLEDGE

"India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness."

2 Shapes



Look at the picture.



- ★ What do see in the picture? What are they doing?
- ★ What games are they playing?
- ★  Say which things look like a ball.
- ★  Say which things look like a brick.

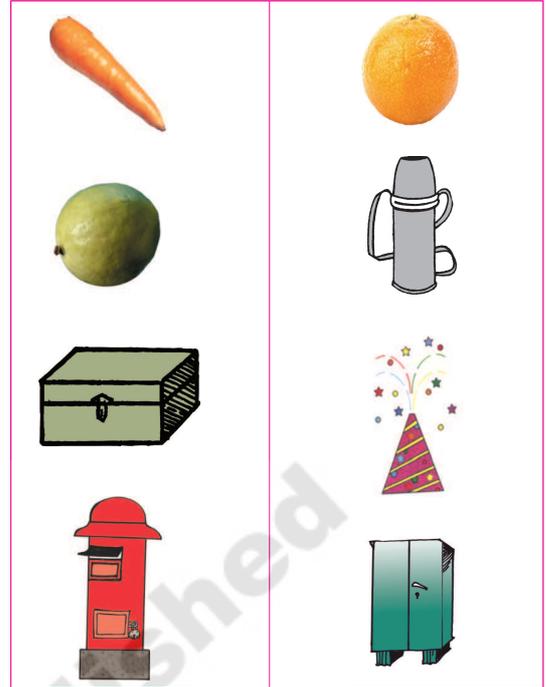
Get your pupils to observe the pictures. Ask the pupils to tell some of the objects that look like a ball, a top and a brick. Make them to understand their shapes.

6



Exercise

(a) Match things that have the similar shape.

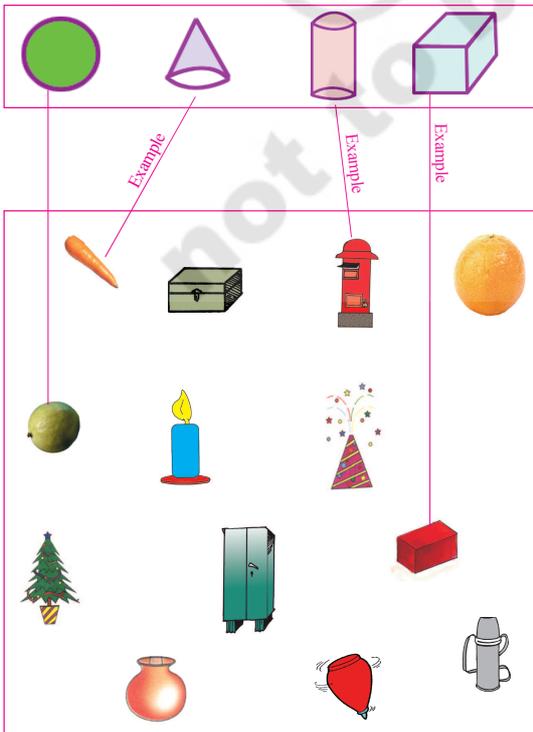


Get your pupils to observe the pictures. Match things that have same shape.

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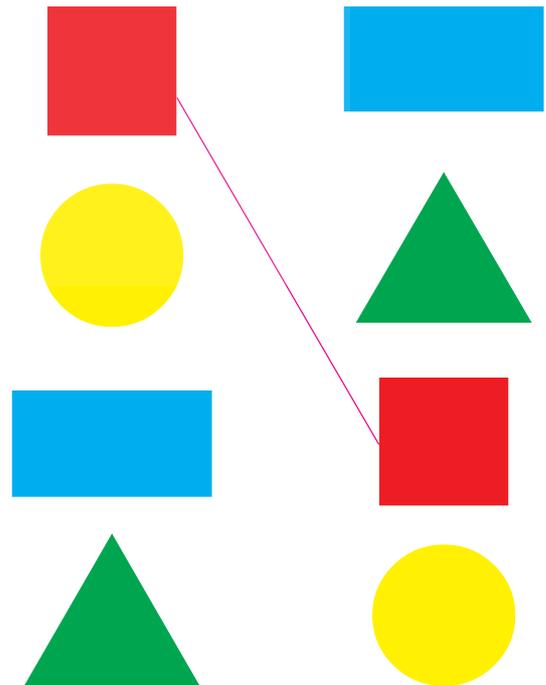
(b) Observe the following four shapes. Draw lines to join similar objects. Three examples are given.



Get your pupils to observe the 4 shapes. Ask them to match objects with 3 dimensional geometric shapes shown at the top. Help them to understand the objects that have 3 dimensional geometric shapes.

8

(c) Match the shapes that are same.

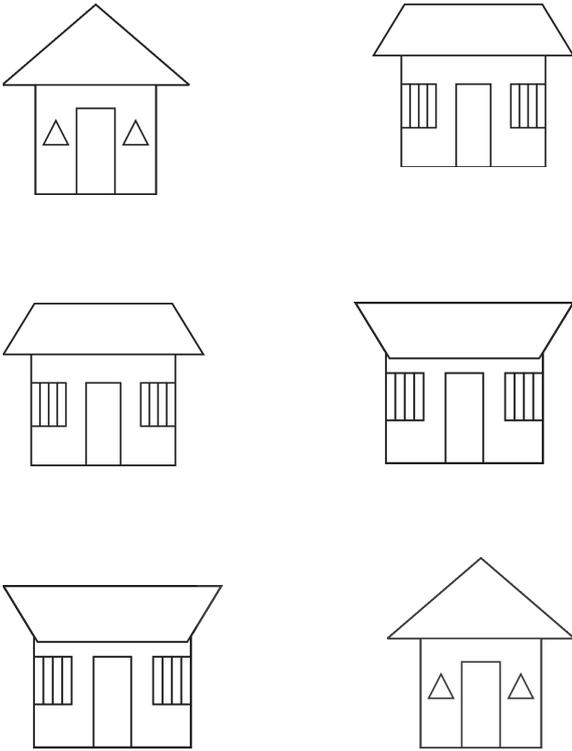


Get your pupils to observe the above shapes. Ask them to match the geometric shapes that are the same. Help them to understand the shapes.

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(d) Observe the pictures. Match the pictures that look alike.

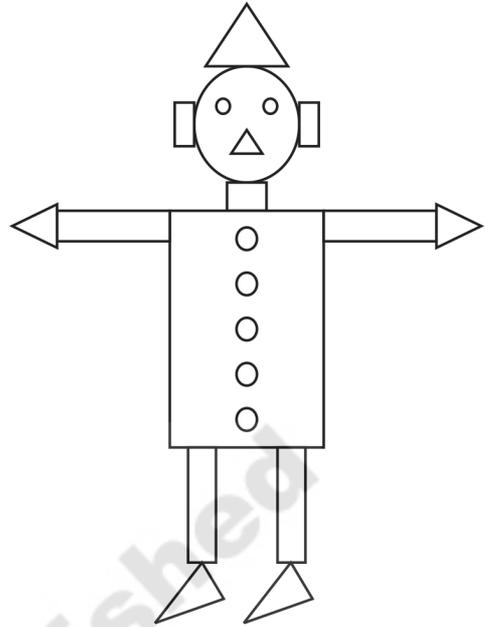


Get your pupils to observe the above shapes. Ask them to match the geometric shapes that are the same. Help them to understand the shapes.

(e) Look at the colours of the following 4 shapes.

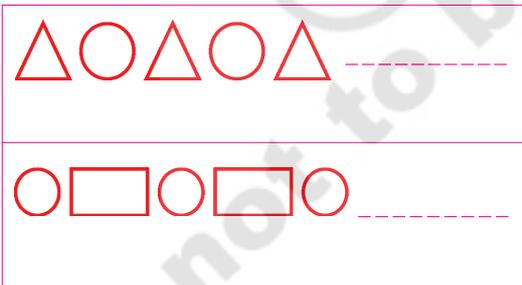


Colour the shapes of the following picture with the same colours.

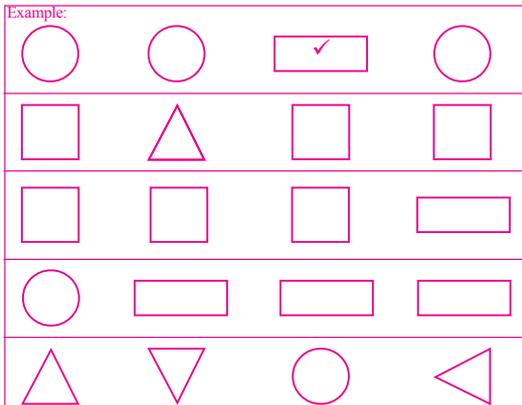


Get your pupils to identify the colour used for the four different shapes. Let them identify where those shapes are in the big picture. Ask them to colour those shapes correctly.

(f) Observe the series of shapes. Draw the next shape.



(g) Observe the shapes in each row. Mark the different one by putting a check mark.



Get your pupils to observe the shapes. Let them solve the problems by themselves after helping them to understand the instructions.

1 Pre Mathematical Concepts

Look at the picture.

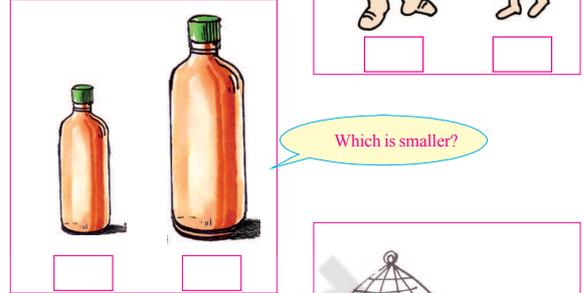
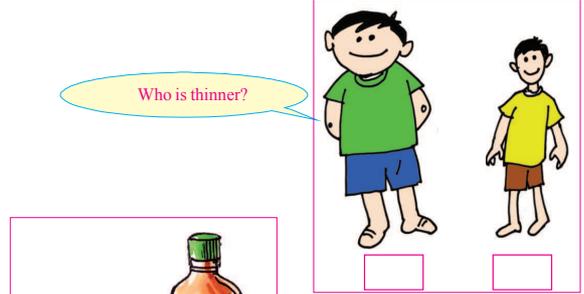


- Answer the questions orally.
- ★ What do you see in the picture? Name them?
 - ★ Where is the rat going?
 - ★ Where is the TV antenna?
 - ★ Where is the dog?
 - ★ Which bird is flying higher?
 - ★ Show the boy who is deeper in water.
 - ★ Which flower pot is having more flowers?
 - ★ Between the two standing boys, who is thin?
 - ★ Show the bigger of the two trees.

Get your pupils to observe the above picture. Help them to understand the basic concepts of fat - thin, big - small, inside - outside, above - below, more - less etc.

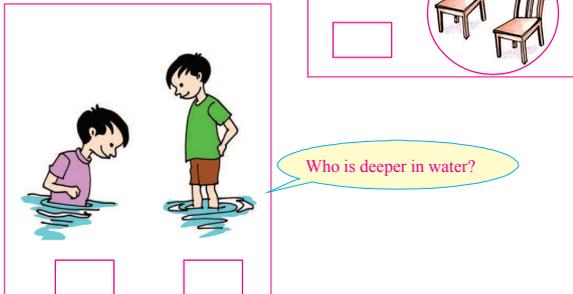
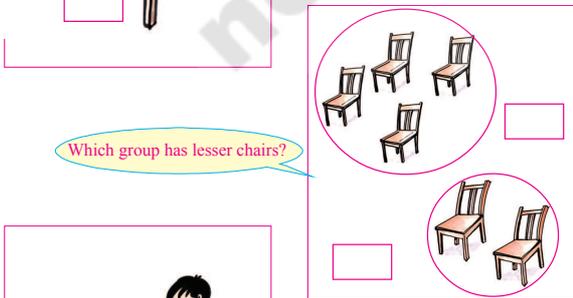
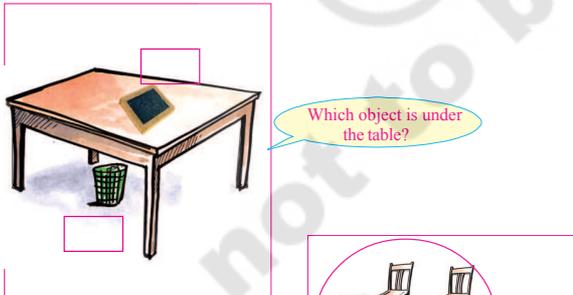
Exercise

(a) Indicate your answer by put '✓' in the .



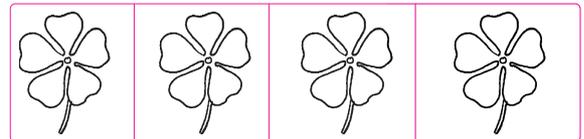
Get your pupils to observe the pictures. Let them solve the problems by themselves as per the instructions.

Indicate your answer by put '✓' in the .

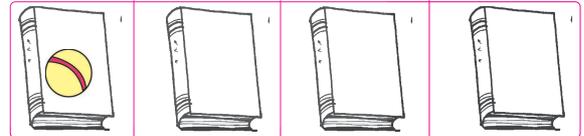


Get your pupils to observe the pictures. Let them solve the problems by themselves as per the instructions.

(b) Colour the following flowers inside with red outside with yellow.



(c) Draw a ball on each book.



(d) Look at the picture of a glass given. Draw another glass which is smaller than this one.



(e) Look at the candle given below. Draw another one which is smaller and thinner than this one.



Get your pupils to observe the pictures. Let them solve the problems by themselves as per the instructions.

(f) Draw a picture of a bat, which is bigger than the one given here.



(g) Look at the number of balloons. Draw less number of balloons.



(h) Look at the number of mangoes. Draw mangoes which are more in number.



(i) Draw a ball under the cot.

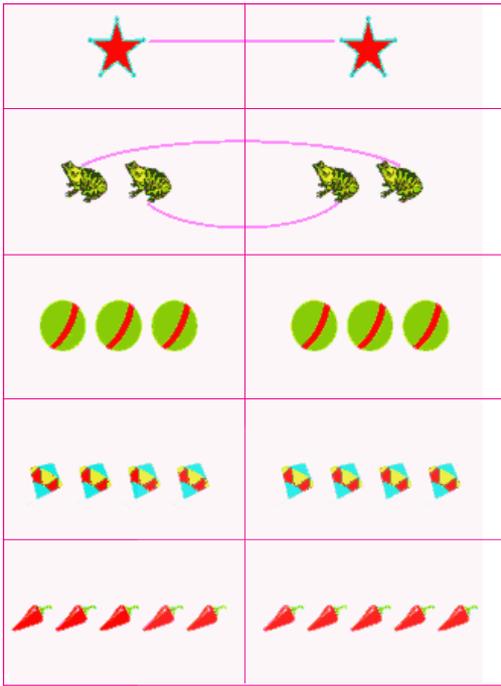


Get your pupils to observe the pictures. Let them solve the problems by themselves as per the instructions.

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3 Number from 1 to 5

Count the pictures on the left. Are there same number of pictures on the right side? Count them by drawing lines as shown here.



As shown above get your pupils match first group pictures with second group pictures. Let them to understand counting.

(a) Sing the following song with action.



One, one, one,
A man has one nose.

Two, two, two,

A man has two eyes.



Three, three, three,

A rickshaw has three wheels.

Four, four, four,

A chair has four legs.

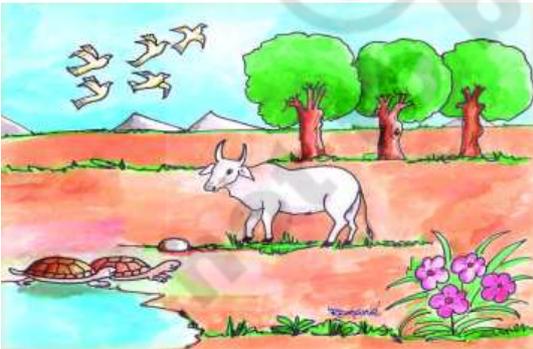


Five, five, five,

A hand has five fingers.

Get your pupils to sing the above song with action. Help them to count the numbers 1 to 5 shown above.

(b) Observe the following picture. What are there in it?



Say what and how many there are in the above picture.



How many?



How many?



How many?



How many?



How many?

Get your pupils to observe the above picture. Let them count the number of different things. Ask them to say their numbers.

(c) Count the things on the left side. Match them with the same number of big dots on the right.

Example

Get your pupils to count the things in each box. Let them match them with dots.

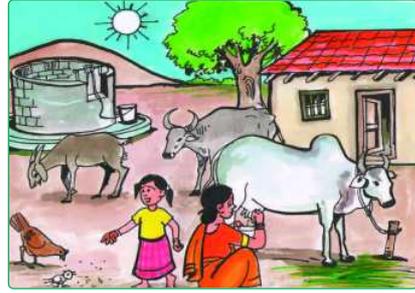
(d) Count the things on both sides then match them correctly.

	
3	2
	
2	4
	
5	1
	
1	3
	
4	5

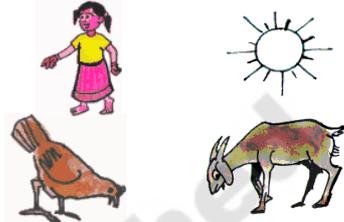
Get your pupils to count the pictures in each box of right side and read their number. Ask them to match them with right side.

ONE

Look at the picture given below. Count how many of them each you see. Write that number in the blank boxes given below. The first one has been written.



1
ONE

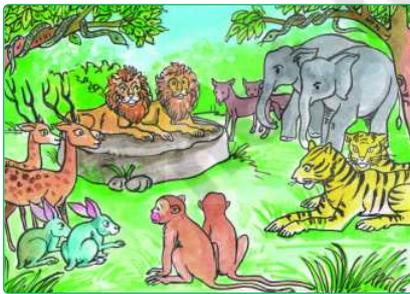


1							

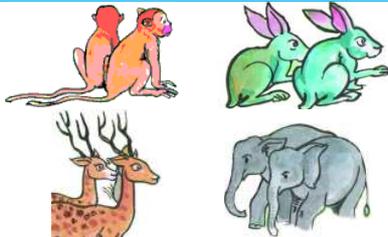
Get your pupils to observe the picture. Let them count the number of different things. Let them identify their number. Ask them to write the number in the blank boxes.

TWO

Look at the picture given below. Count each thing you see. Write that number in the blank boxes given below.



2
TWO



2

2

2	2	2	2	2	2	2

Get your pupils to observe the picture. Let them count the number of different things. Let them identify the number. Ask them to write the number in the blank boxes.

THREE

Look at the picture given below. Count each thing you see. Write the number in the blank boxes given below.



3
THREE



3

3

3	3	3	3	3	3	3

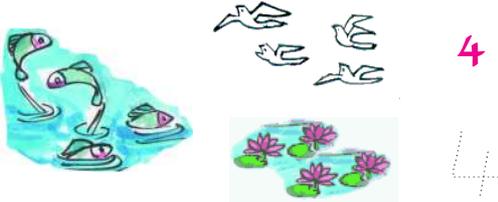
Get your pupils to observe the picture. Let them count the number of different things. Let them identify the number. Ask them to write the number in the blank boxes.

FOUR

Look at the following picture. Count each thing you see. Write the number in the blank boxes.



4
FOUR



4	4	4	4	4	4	4

Get your pupils to observe the picture. Let them count the number of different things. Let them identify the number. Ask them to write the number in the blank boxes.

FIVE

Look at the following picture. Count each thing you see. Write the number in the blank boxes given below.



5
FIVE



5	5	5	5	5	5	5

Get your pupils to observe the picture. Let them count the number of different things. Let them identify the number. Ask them to write the number in the blank boxes.

Count the things on the left. Match them with numbers.

	4
	1
	2
	5
	3

Get your pupils to count the pictures in each box on the left. Let them match the pictures with the correct number given on the right.

Look at the numbers. Write them in the blank boxes given below.

⋮	⋮			
2				
3				
4				
5				

Get your pupils to observe the method of writing numbers 1 to 5 as shown above. Let them write the numbers 1 to 5 in the boxes given.

Exercise

(a) Count things in each box in the row. Put '✓' in the box which has different number of things. One example is given.

Ex:

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

Get your pupils to count the things in each box of every row. Put '✓' in the box which has a different number of things.

(b) Count the things in the boxes on the top line. Draw the same number of shapes in the blank boxes of other lines.

Example:

Get your pupils to count the pictures in each box on the top row. Let them draw the requisite number of pictures in order the blank boxes.

(c) Count the toffees in each box. Write their number.

(d) Write the numbers in blank boxes in an order / sequence.

1	2		
2		4	
2			5
	3		5

Get your pupils to understand the instructions given to solve the problems by themselves.

(e) Count the pictures in each column. Write their number in the blank box given under each column. One example is given.

Ex:- 3				

(f) Look at the following numbers. Write the correct numbers in the blank boxes.

1 2	1 2	1 2	
1 2 3	1 2 3		
1 2 3 4	1 2 3 4	2	
1 2 3 4 5		3	

Get your pupils to understand the instructions given to solve the problems by themselves.

4 Numbers from 6 to 9



Look at the picture given below, Count each thing you see.



(a) Say what things are in what number in the above picture.

How many?				
How many?	How many?	How many?	How many?	

Get your pupils to observe the above picture. Let them count the number of each category of things. Ask them to say their number.

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(b) Count the pictures on the left. Match them with the same pictures on the right.

Example:

Get your pupils to observe the pictures in each box. Let them count the things. Ask them to match.

30

(c) Count the pictures in each box on the left. Match them with the same number of dots on the right.

Get your pupils to observe the pictures and the dots. Let them count the pictures and ask them to match with the same number of dots.

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(d) Count the things in each box on the left. Match them with the same things on the right.

 6	 7
 7	 6
 8	 9
 9	 8

Get your pupils to identify the numbers from 6 to 9 by counting the things in each box. Ask them to match the things on both sides.

32

SIX

Observe the picture given below. Count how many of each thing there are. Write the number in the blank boxes.



6
SIX



6

6	6	6	6	6	6	6	6

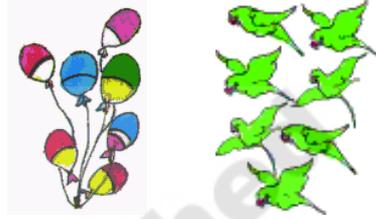
Get your pupils to observe the above picture of a road junction. Let them count different things like cyclists, cars, birds etc. Let them identify their number and write them in the blank boxes.

SEVEN

Look at the picture given below. Count each thing. Write that number in the blank boxes given below.



7
SEVEN



7

7	7	7	7	7	7	7	7

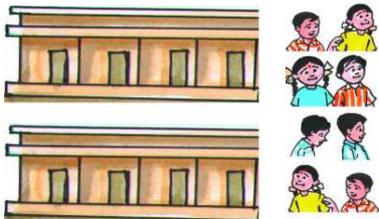
Get your pupils to observe the above picture and count the different things in it. Let them identify numbers according to the instruction and write the number in the blank boxes.

EIGHT

Observe the following picture. Count each thing. Write the number in the blank boxes given below.



8
EIGHT



8

8	8	8	8	8	8	8	8

Get your pupils to observe the above picture. Let them count different things. Let them identify the numbers as per instructions and write the number in the blank boxes.

NINE

Observe the following picture. Count each thing. Write the number in the blank boxes given below.



9
EIGHT

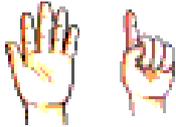
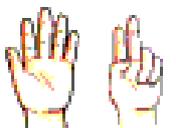


9

9	9	9	9	9	9	9	9

Get your pupils to observe the above picture. Let them count different things in the picture. Let them identify numbers as per instructions and write the number in the blank boxes.

Count the fingers on the left side. Match them with the correct numbers on the right side.

	7
	6
	9
	8

Get your pupils to observe the pictures of hands. Let them count the fingers on the left side. Ask them to match the number of fingers with the correct number on the right side. Identify the numbers from 6 to 9.

Look at the numbers. Observe how we wrote them.

Write the above numbers in the same way in the blank boxes given below.

Get your pupils to observe how the above numbers 6 to 9 are written. Help them to write in the same way.

Exercise

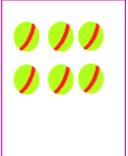
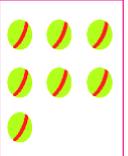
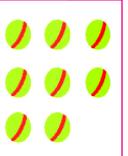
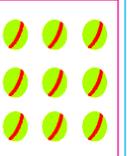
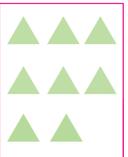
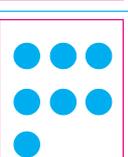
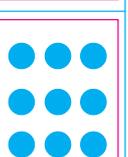
(a) Count the things in each circle in each row. Put '✓' at the circle where there are different number of things. One example is given.

Example

			
(a) 			
(b) 			
(c) 			

Get your pupils to count the things in each row. Ask them to put '✓' the set which has different number of things.

(b) Count the number of things in each box at the top row. Taking their number as basis, draw the correct number of things in the blank boxes.

Get your pupils to count the things in each row. Ask them to draw the same number of things in each of the blank boxes under the top row.

(c) Count the pictures in each box. Write their number in the blank box on the right side. One example is given.

	Example. 7
(a) 	
(b) 	
(c) 	
	
(d) 	
(e) 	
(f) 	
(g) 	

Get your pupils to observe the pictures on the left. Let them count and ask them to write their number on the right side box.

(d) Write the numbers from 1 to 9.

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

(e) Write the correct number in each blank box given below.

1	2							9
9	8							1

Get your pupils to write the numbers from 1 to 9 in the top grid. Ask them to write the numbers from 1 to 9 and from 9 to 1 in the lower grid.

(f) Count the things on the left. Look at the three numbers on the right. Draw 'O' around the correct number. One example is given.

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

(g) Look at the following numbers in each row. Then write the correct number in each blank box.

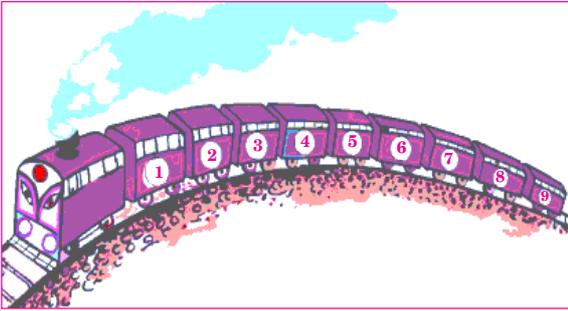
5 6	5 6	5		
5 6 7	5 6 7		6	
6 7 8	6 7 8	6 7		
7 8 9	7	9	8	

Get your pupils to observe the pictures and numbers given in the first table. Let them count the pictures. Ask them to draw 'O' for correct numbers. Make them identify the missing number in each row of the second table and ask them to write.

5 Before - After - Between - More - Less



Look at the picture of a train below.



Now answer the following questions orally.

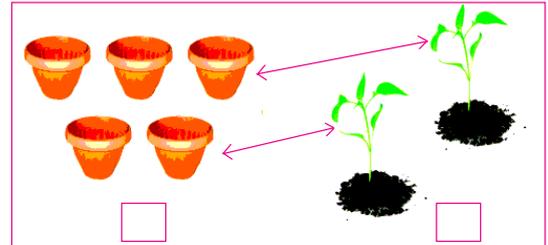
1. How many bogies has the train?
2. What is the number of the bogie next to the engine?
3. What is the number of the last bogie?
4. What is number of the bogie between the bogies numbered 4 and 6 ?
5. What is the number of the bogie before the bogie numbered 5 ?
6. What are the numbers of the bogies between the first and the last bogie ?
7. What are the numbers of all the bogies that are before the bogie numbered 4?
8. What are the numbers on the last two bogies of the train?
9. What is the number of the bogie that is after the bogie numbered 2 ?
10. Between which bogies does the bogie numbered 6 lie?



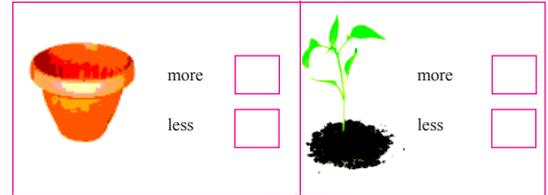
Get your pupils to observe the above picture. Ask them to say the answers to the questions given below the picture. Help them to understand the numbers before, after and between other numbers.

44

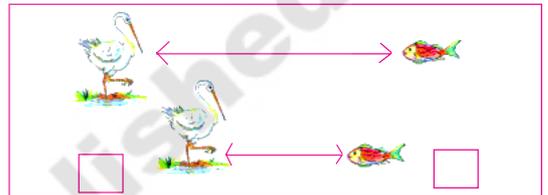
- (a) Look at the pictures given below. How many flower pots are there? How many plants are there? Write your answer in the small blank boxes.



- (b) As per the above picture which are more and which are less - flower pots or plants? Put '✓' for your answer.



- (c) How many cranes are there and how many fishes are there? Are they in equal number?



Get your pupils to observe the pictures. Help them to understand the concepts of more, less than and equal by comparing numbers.

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- (d) Look at the pictures given below. Count each set of things. Which of the two groups has more things or less things or equal things.

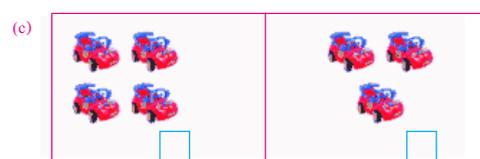
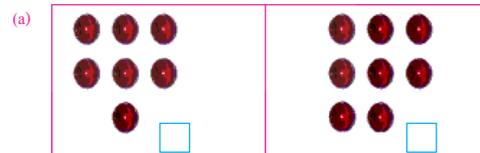
Example: 	Example:
(1) 	(2)
(3) 	(4)



Get your pupils to observe the above pictures. Let them count the things. Ask them to compare the two groups of things. Help them to identify which are less, which are more and which two are equal. Then ask them to say.

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- (e) Count the pictures. Write their number in the blank box near the pictures. Put '✓' for the things which are more.

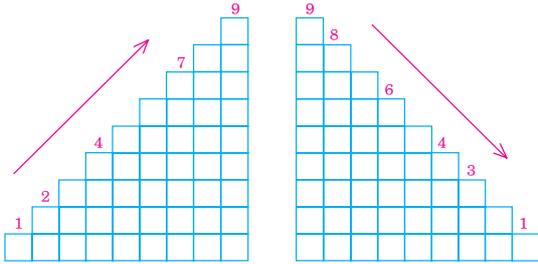


Get your pupils to observe the pictures. Let them write their number in the blank boxes. Ask them to put '✓' the number which is more.

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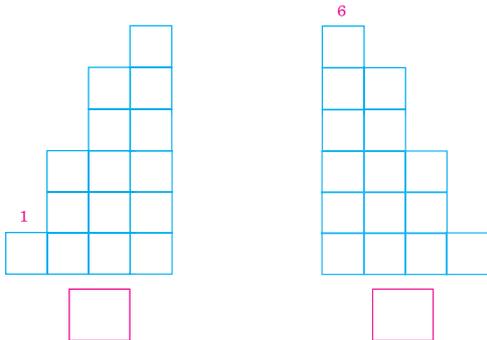
(f) Count the boxes in the following picture. Write the correct number above each box. Read the numbers from top to bottom and from bottom to the top, in the correct order.



From the small number to the big numbers

From the big number to the small numbers

(g) Look at the following boxes. Count boxes and write their number on them. Put '✓' the one which has from the small number to the big numbers.



Get your pupils to observe the above diagrams / grids. Ask them to count the boxes and write their numbers. Let them understand the order in which numbers are written in ascending and descending orders.

Exercise

(a) Write in the next number in the '○'.

Example:

5	6	3	○	1	○
4	○	6	○	8	○
7	○	2	○		

(b) Write the middle number in the '○'.

Example:

1	2	3	2	○	4
4	○	6	6	○	8
			7	○	9

(c) Write the previous number in the '○'.

Example:

2	3	○	4	○	9
○	6	○	7	○	5
○	2	○	8		

Get your pupils to understand the instruction for each problem. Let them do the problems by themselves.

(d) Put '✓' the bigger of the two numbers given below.

Example:

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

(e) Mark '○' round the smaller of the two numbers given below.

Example:

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

(f) Put '✓' the biggest of the 3 numbers given below.

Example:

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

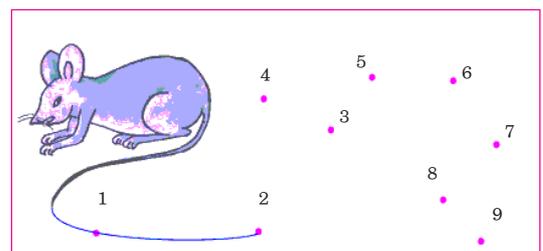
Get your pupils to understand the instruction for each problem. Let them do the problems by themselves.

(g) There are 3 numbers in each row, Draw '○' round the least number.

Example:

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

(h) Extend the rat's tail by joining the numbers from the smallest to the biggest number.



Get your pupils to understand the instruction for each problem. Let them do the problems by themselves.

(i) Observe the three numbers given on the left. Then write them from the smallest number to the biggest number in the blank boxes on the right.

Example:	4	6	3	→	3	4	6
(a)	5	8	6	→			
(b)	3	7	4	→			
(c)	6	9	7	→			
(d)	2	6	4	→			
(e)	2	1	3	→			
(f)	7	4	9	→			

(j) Observe the 3 numbers given on the left. Then write them from the biggest to the smallest number in the blank boxes on the right.

Example:	4	6	5	→	6	5	4
(a)	3	5	2	→			
(b)	6	8	5	→			
(c)	7	9	6	→			
(d)	4	8	7	→			
(e)	5	6	8	→			
(f)	7	8	9	→			

 Get your pupils to understand the instruction for each problem. Let them do the problems by themselves.

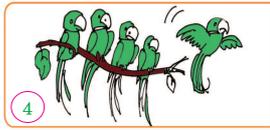
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6 Zero (0)



Sing the song Show gestures and mine / actions.

Five parrots were playing
One flew away when he was tired



Four parrots were laughing
One flew away when he was tired

Three parrots were moaning
One flew away when he was tired



Two parrots were flying.
One felt tired and stopped flying

One parrot was shivering
It couldn't shiver and flew away.
And none remained.

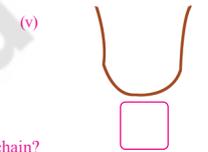
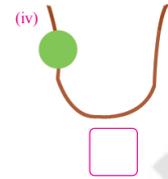
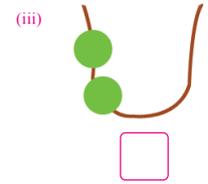
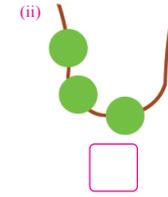
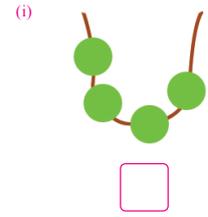
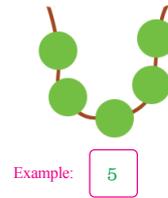


Get your pupils to sing with action. Introduce the concept of zero to your pupils.

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(a) Count the beads in each chain. Write their number in the blank box.



At the end, how many beads are there in the chain?

Because there were no beads in the chain, we show it as zero.

We write zero as '0'



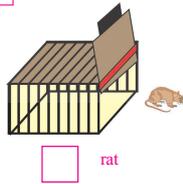
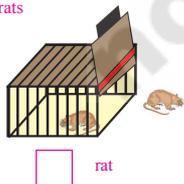
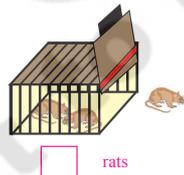
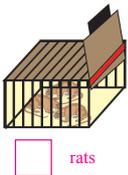
Get your pupils to observe the picture. Ask them to count the beads and write their numbers. Let them understand the concept of zero.

54



Exercise

(a) How many rats are there in the trap? Count them. Write their number in the blank box.



(b) How many balloons are there in the boy's hand? Count them. Write their number '0' in the blanks given.





Get your pupils to understand the instruction for each problem. Let them solve the problems themselves. Get them to trace and write zero (0) in boxes.

55

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7 Addition of Numbers Some not Exceeding 9



Look at the first picture in each row. Count the beads. Say the total after adding one bead.

 3	1 added to 3	 4
 4	1 added to 4	 5
 5	1 added to 5	 6
 6	1 added to 6	 7

Get your pupils to add 1 to a group of beads in the chain and count the beads in the group. Help them to understand the concept of adding numbers by counting beads.

For example: If 1 is added to 3, we get 4.

56

(a) Count the pictures in each box. Write their number in the small blank boxes.

Ex:

 5 flowers and	 2 flowers	add upto 7 flowers
 2 books	 3 books	add upto 5 books
 <input type="text"/> balls	 <input type="text"/> balls	add upto <input type="text"/> balls
 <input type="text"/> candles and	 <input type="text"/> Candles	add upto <input type="text"/> candles
 <input type="text"/> ducks	 <input type="text"/> ducks	add upto <input type="text"/> ducks

Get your pupils to add one group of things to another group and ask them to count and get their total. Let them write the correct numbers in the blank boxes.

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(b) Count the pictures. Write their total. One example is given.

Ex:

 5	+	 1	=	 6
 <input type="text"/>	+	 <input type="text"/>	=	<input type="text"/>
 <input type="text"/>	+	 <input type="text"/>	=	<input type="text"/>
 <input type="text"/>	+	 <input type="text"/>	=	<input type="text"/>
 <input type="text"/>	+	 <input type="text"/>	=	<input type="text"/>

Get your pupils to add things in two different groups and count the total number of things. Ask them to write the correct number in each blank box.

58

(c) Observe the following sum.

 3	 1	$3 + 1 = 4$
<input type="text"/>	<input type="text"/>	<input type="text"/>

Do the following sums as shown above.

 1	 4	$1 + 4 =$ <input type="text"/>
 5	<input type="text"/>	$5 +$ <input type="text"/>
<input type="text"/>	<input type="text"/>	$4 + 2 =$ <input type="text"/>

Get your pupils to draw dots for each number. Let them calculate the total of those numbers. Help them to understand the process of adding numbers vertically and horizontally.

59

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(d) Look at the pictures in each box. Count them. Say their sum. One example given.

				3 2 +1 6			
3	+	2	+	1	=	6	

				3 1 +4			
3	+	1	+	4	=		

				4 3 +2			
4	+	3	+	2	=		

				5 2 +2			
5	+	2	+	2	=		

Get your pupils to draw the requisite number of dots according to the sum number. Ask them to write the correct number in the blank boxes.

(e) Look at the pictures in each box. Count them. Write the correct number in the small blank boxes. One example is given.

Example:

5	+	0	=	5

(i)

0	+	6	=	6

(ii)

	+		=	

(iii)

	+		=	

(iv)

	+		=	

Get your pupils to understand the fact that if we add zero to any number or if we add a number to zero, the total is the number itself.

Exercise

(a) Match the numbers and the objects.

Example: 4 + 3

(a) 2 + 6

(b) 3 + 3

(c) 2 + 3

(d) 1 + 2

(b) Match each pair of numbers with their total.

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

Get your pupils to understand the instruction for each problem. Let them do the problems by themselves.

(c) Add the two numbers given. Write sum in the blank box.

Example:

4 + 2 = 6

4 + 3 =

5 + 1 =

7 + 2 =

4 + 5 =

0 + 5 =



6 + 3 =

0 + 4 =

2 + 4 =

4 + 0 =

4 + 1 =

0 + 7 =

(d) Add the two numbers given. Write your answer under the numbers.

3	5	3	0
+ 4	+ 3	+ 2	+ 2
_____	_____	_____	_____
7	3	7	5
+ 0	+ 1	+ 2	+ 4
_____	_____	_____	_____
0	8	5	4
+ 4	+ 0	+ 2	+ 2
_____	_____	_____	_____



Get your pupils to understand the instruction for each problem. Let them do the exercise by themselves.

(e) Write the correct number in the boxes. (Use the beads.)

Example:

$4 + \boxed{3} = 7$



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

(a) $2 + \boxed{} = 8$

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

(b) $\boxed{} + 4 = 6$

f) $\boxed{} + 5 = 9$

(c) $5 + \boxed{} = 7$

g) $7 + \boxed{} = 9$

(f) Add the pairs of numbers in each row. Draw 'O' around the one whose answer is different.

Example:

$1 + 7$ $2 + 4$ $4 + 4$ $5 + 3$



(a) $1 + 1$ $2 + 2$ $3 + 1$ $1 + 3$

(b) $4 + 1$ $2 + 3$ $3 + 2$ $4 + 2$

(c) $4 + 3$ $5 + 2$ $1 + 6$ $4 + 2$

(d) $4 + 4$ $3 + 5$ $4 + 3$ $2 + 6$

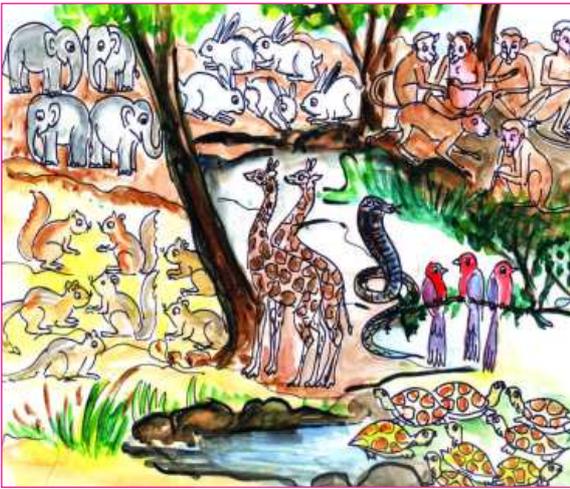
(f) $2 + 4$ $2 + 3$ $3 + 3$ $4 + 2$

 Get your pupils to understand the instruction for each problem. Let them do the exercise by themselves.

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8 Subtraction of Numbers upto 9

Say what there are in the following picture. How many of each are there? Answer orally.



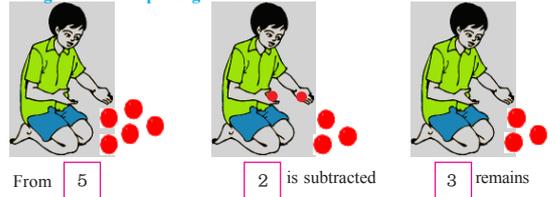
1. How many elephants are there?
2. How many rabbits are there?
3. By what number the rabbits are more than the elephants?
4. By what number monkeys are less than squirrels?
5. How many turtles are more than giraffes?
6. By what number snakes are less than the birds?

Get your pupil to observe the above picture. Ask them to say the answers to the questions. Help them to identify the difference.

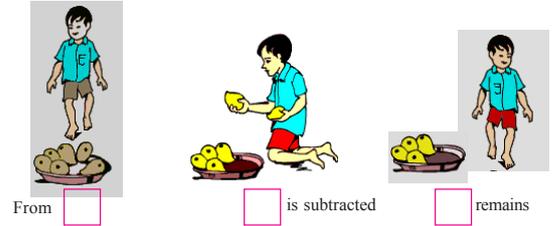
65

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(a) Observe the subtraction of numbers shown below. Find the remaining things. One example is given.



(b) Do the following sum as above. Write the correct numbers in the boxes.



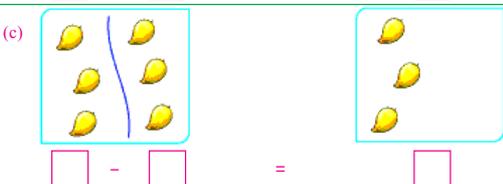
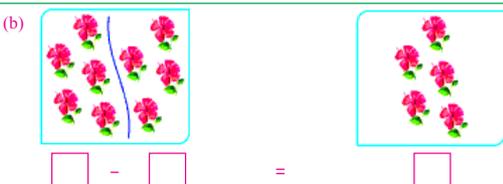
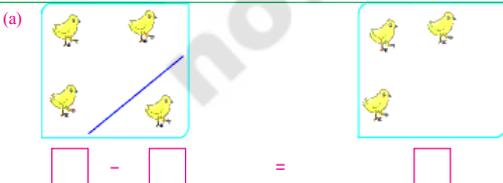
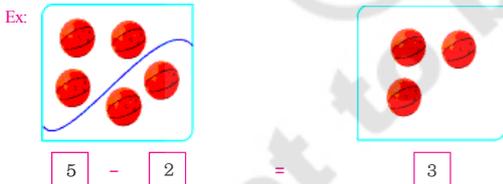
(c) Observe the subtraction shown below.



Get your pupil to observe the above pictures. Make pupil to understand the concept of subtraction and its symbol.

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(d) Look at the following pictures. Count the things separately. Write the correct numbers in the blank boxes as shown in the example.



Get your pupil to understand the concept of subtraction, by making use of the pictures and instructions.

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(e) Look at the pictures. Count them. Write their correct numbers in small blank boxes.

Ex: 7 - 0 = 7

(a) - =

(b) - =

(c) - =

Write the correct numbers in the blank boxes based on subtraction according to the pictures you saw above.

Example: 7 - 0 = 7 (a) - =

(b) - = (c) - =

Get your pupil to understand that if zero is subtracted from any number, we get the same number.

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(f) Look at the pictures. Count them. Write the correct numbers in the blank boxes.

Ex:		$5 - 3 = 2$	$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$
(a)		$4 - 1 = \square$	$\begin{array}{r} 4 \\ - 1 \\ \hline \square \end{array}$
(b)		$6 - 2 = \square$	$\begin{array}{r} 6 \\ - 2 \\ \hline \square \end{array}$
(c)		$8 - 4 = \square$	$\begin{array}{r} 8 \\ - 4 \\ \hline \square \end{array}$
(d)		$7 - 7 = \square$	$\begin{array}{r} 7 \\ - 7 \\ \hline \square \end{array}$

Get your pupil to observe the pictures. Ask them to write the correct numbers in the blank boxes. Help them to understand the process of subtracting numbers horizontally and vertically.

Exercise

(a) Do the following subtractions.

Ex: $6 - 4 = 2$

$9 - 2 = \square$	$5 - 1 = \square$
$8 - 2 = \square$	$3 - 3 = \square$
$4 - 0 = \square$	$5 - 0 = \square$
$7 - 4 = \square$	$4 - 4 = \square$
	$7 - 5 = \square$

(b) Do the following subtractions.

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

Get your pupils to understand the instructions for each problem. Let them do the problems by themselves.

(c) Subtract the numbers on the left side cards. Match them with the numbers that give the same answer on the right side.

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

(d) Subtract the pairs of number in each row. One of the answers is different. Put '✓' mark.

Ex: $6 - 2$ $8 - 4$ $5 - 3$ ✓ $9 - 5$

a) $7 - 5$ $9 - 7$ $4 - 2$ $6 - 2$

b) $8 - 3$ $5 - 1$ $6 - 1$ $7 - 2$

c) $3 - 2$ $4 - 1$ $5 - 4$ $6 - 5$

(e) Fill in the blank boxes. Use numbers from 1 to 9.

Ex: $6 - 0 = 6$

$5 - \square = 3$

$6 - 0 = \square$

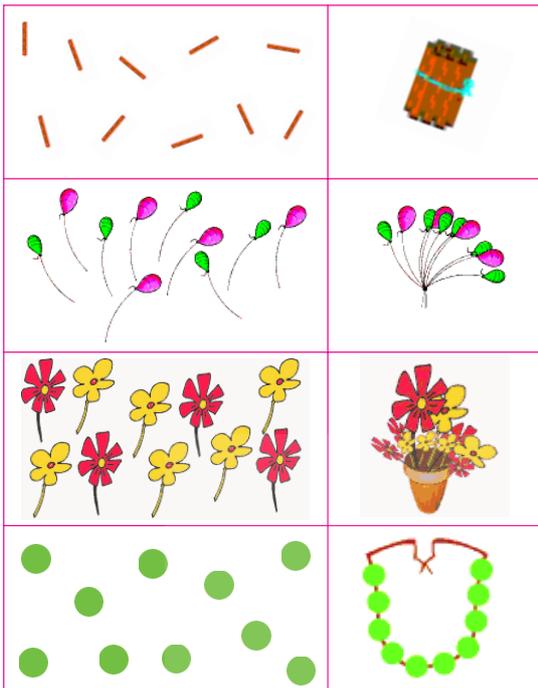
$8 - \square = 0$

Get your pupils to understand the instructions for each problem. Let them do the exercises by themselves.

9 Numbers from 10 to 20



Look at the pictures. Check if they are put into bundles of ten.

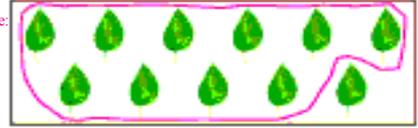


Get your pupils to count the loose things on the left. Then let them look at the pictures on the right. Ask them to say whether the bundles contain 10 things by counting. Create the concept of 10 in your pupils.

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(a) Count ten things in each box. Draw '○' around them.

Example:



(i)



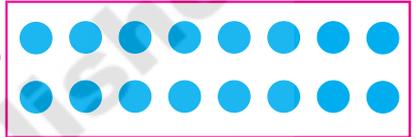
(ii)



(iii)



(iv)



Get your pupils to observe the above pictures. Ask them to circle ten pictures in each box as shown in the example.

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(b) Count the bundle of sticks and loose sticks. Read each number.

9	+	1	=	10
10	+	1	=	11
10	+	2	=	12
10	+	3	=	13
10	+	4	=	14

Get your pupils to count bundles of sticks and loose sticks to understand that when 1 is added to 9 we get 10. In the same manner introduce the numbers from 10 to 20 to your pupils. For example, if we add 1 to 9 we get 10.

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Count the sticks and bundles of sticks. Read the numbers.

10	+	5	=	15
10	+	6	=	16
10	+	7	=	17
10	+	8	=	18
10	+	9	=	19
10	+	10	=	20



Get your pupils to count bundles of sticks and loose sticks to understand that when 1 is added to 9 we get 10. In the same manner introduce the numbers from 10 to 20 to your pupils. For example, if we add 1 to 9 we get 10.

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(c) Count tens and ones. Read each number and write them in the blank boxes

	= 10	ten
1 ten		
10	10	10
		= 11
1 ten	1 one	eleven
11	11	11
		= 12
1 ten	2 ones	twelve
12	12	12

Get your pupils to count the bundles of sticks and loose sticks. Let them understand tens and ones. Ask them to read the numbers and write them.

Count the sticks and bundles of sticks. Read each number and write them in blank boxes.

		= 13
1 ten	3 ones	thirteen
13	13	13
		= 14
1 ten	4 ones	fourteen
14	14	14
		= 15
1 ten	5 ones	fifteen
15	15	15
		= 16
1 ten	6 ones	sixteen
16	16	16

Get your pupils to count the bundles of sticks and loose sticks. Let them understand tens and ones. Ask them to read the numbers and write them.

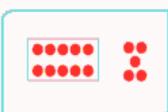
Count the bundles of sticks and loose sticks. Read each numbers and write them in blank boxes.

		= 17
1 ten	7 ones	seventeen
17	17	
		= 18
1 ten	8 ones	eighteen
18	18	
		= 19
1 ten	9 ones	nineteen
19	19	
		= 20
1 ten	1 ten	(2 tens) twenty
20	20	

Get your pupils to count the bundles of sticks and loose sticks. Let them understand tens and ones. Ask them to read the numbers and write them.

Exercise

(a) Look at the pictures. Read the numbers. Write them.

	$10 + 2$	Number 12
	$10 + 5$	Number 15
	$\square + \square$	Number 15
	$\square + \square$	Number 11
	$\square + \square$	Number 15

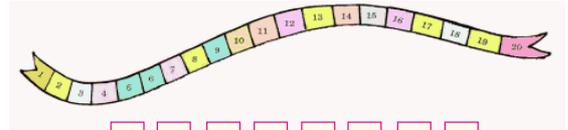
Get your pupils to understand the instructions for each problem. Let them do the problems by themselves.

(b) Write the numbers from 10 to 20 in the blank boxes in an order.

10	10					
11	11					
12	12					
13	13					
14	14					
15						
16						
17						
18						
19						
20						

Get your pupils to observe the above table containing numbers from 10 to 20. Let them write the correct numbers in the blank boxes.

(c) Look at the number ribbon. Now write the correct numbers in the blank boxes below.



10 12 15

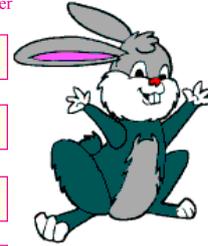
Write the first number

3 4

6 7

15 16

19 20



Write the last number

7 8

12 13

16 17

18 19

Write the middle number

1 3

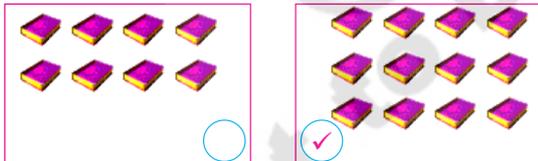
12 14

15 17

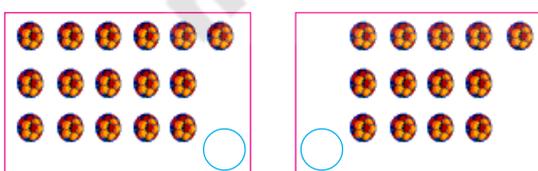
18 20

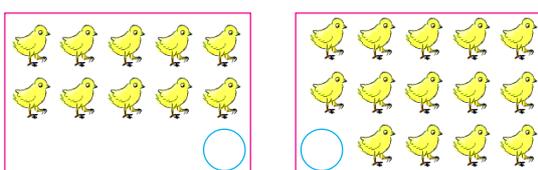
Get your pupils to understand the instructions for each problem. Let them do the problems by themselves.

(d) Count the pictures. Write their numbers. Put '✓' the one which is bigger in each row.

Ex: 

8 12

(a) 

(b) 

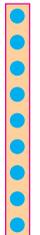
Get your pupils to understand the instructions for each problem. Let them do the problems by themselves.

(e) Put '✓' the number which is the bigger of the two (pairs of) numbers given.

Ex: 11 13 13 15 18 8

12 16 18 11 12 9

11 10 16 12 9 16



(f) Put '○' the number which is the smaller of the two numbers given.

Ex: 11 13 20 10 15 13

17 15 14 13 18 14

8 17 16 9 6 12



(g) Put '✓' the number which is the biggest of the three numbers given

Ex: 10 13 11 (iii) 17 13 12

(i) 14 17 16 (iv) 8 15 11

(ii) 12 17 18 (v) 9 7 12



Get your pupils to understand the instructions for each problem. Let them do the problems by themselves.

(h) Mark '○' the number which is the smallest of the three numbers given.

Ex:

20	14	17
----	----	----

 (c)

18	13	20
----	----	----

(a)

11	19	16
----	----	----

 (d)

13	18	15
----	----	----

(b)

15	10	12
----	----	----

 (se)

8	11	6
---	----	---



(i) Count the things given. Put '✓' the one which is different from others in each row. One example is given.

Ex:

--	--	--

 ✓

(a)

--	--	--

(b)

--	--	--

(c)

--	--	--

 Get your pupils to understand the instructions for each problem. Let them do the problems by themselves.

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10 Additions of Numbers, the Total not Exceeding 20

Look at the following sums.

$\begin{array}{r} 7 \\ + 5 \\ \hline 12 \end{array}$	$\begin{array}{r} 15 \\ + 4 \\ \hline 19 \end{array}$
--	---

Add the following numbers as shown above.

$\begin{array}{r} 8 \\ + \quad \\ \hline \square \end{array}$	$\begin{array}{r} 12 \\ + \quad \\ \hline \square \end{array}$
$\begin{array}{r} 9 \\ + \quad \\ \hline \square \end{array}$	$\begin{array}{r} 13 \\ + \quad \\ \hline \square \end{array}$

Get your pupil to understand how to add two numbers whose sum less than 20. Let them use bundles of sticks and loose sticks. Ask them to write the numbers in the blank boxes.

Exercise

(a) Look at the addition of two numbers in the example. In the same way add the other numbers given below.

Ex-

	+		=	 +  = 13
6	+	7	=	$10 + 3 = 13$
	+		=	\square
7	+	5	=	\square
	+		=	\square
\square	+	\square	=	\square
	+		=	\square
\square	+	\square	=	\square
	+		=	\square
\square	+	\square	=	\square

Get your pupils to observe the sum given as an example. Ask them to do the other problems. Let them understand how to add two numbers horizontally.

(b) Add the numbers given using bundles of sticks and loose sticks.

15	9	13	14
$+ 3$	$+ 6$	$+ 5$	$+ 4$
\hline	\hline	\hline	\hline
13	15	8	12
$+ 2$	$+ 2$	$+ 5$	$+ 4$
\hline	\hline	\hline	\hline
9	12	13	5
$+ 7$	$+ 7$	$+ 4$	$+ 7$
\hline	\hline	\hline	\hline

(c) Add the numbers given. Write your answer in the box.

Ex: $14 + 3 = 17$ $10 + 5 = \square$

$13 + 5 = \square$ $7 + 6 = \square$

$8 + 6 = \square$ $11 + 8 = \square$

$12 + 7 = \square$ $4 + 9 = \square$

$9 + 5 = \square$ $12 + 5 = \square$

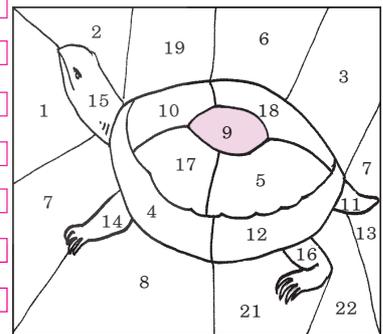
$11 + 8 = \square$ $8 + 7 = \square$

Get your pupils to understand the instructions for each problem. Let them do the problems by themselves.

(d) Add the two numbers given in each line. Colour the parts of the turtle that contain your answers.

Ex: $2 + 7 = 9$

- $2 + 2 = \square$
- $4 + 13 = \square$
- $12 + 3 = \square$
- $14 + 2 = \square$
- $18 + 0 = \square$
- $5 + 5 = \square$
- $10 + 1 = \square$
- $8 + 6 = \square$
- $6 + 6 = \square$



(e) Add the pairs of numbers in each row. One of them is different. Put '✓'. One example is given.

Ex: $10+5$ $12+3$ $11+2$ ✓ $8+7$

(a) $6+3$ $8+3$ $7+4$ $10+1$

(b) $9+8$ $7+6$ $12+5$ $13+4$

(c) $6+8$ $12+2$ $10+9$ $14+0$

Get your pupil to understand how to add two numbers whose sum is less than 20. Let them use bundles of sticks and loose sticks. Ask them to write the numbers in the blank boxes.

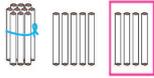
11 Subtraction of Numbers not Exceeding 20

Look at the pictures given below. Say how many bottles of cool drink are there.



Subtract the following numbers based on the above picture.

Total number of bottles of cool drink. 19



Sold 4

If you take one bottle as a loose stick

remaining bottles of cool drink. 15



Get your pupils to understand how to subtract a single-digit number from a two-digit number. Let them use bundle of sticks and loose sticks

(b) Look at the pictures. Count the remaining things after subtraction. Write the correct number in the blank box. Study the example.

Ex: $18 - 12 = 6$	$\begin{array}{r} 18 \\ - 12 \\ \hline 6 \end{array}$
(a) $14 - 4 = \square$	$\begin{array}{r} 14 \\ - 4 \\ \hline \square \end{array}$
(b) $16 - 14 = \square$	$\begin{array}{r} 16 \\ - 14 \\ \hline \square \end{array}$
(c) $15 - 5 = \square$	$\begin{array}{r} 15 \\ - 5 \\ \hline \square \end{array}$
(d) $17 - 13 = \square$	$\begin{array}{r} 17 \\ - 13 \\ \hline \square \end{array}$

Get your pupils to observe the pictures in boxes on the left. Ask them to study the example shown above. Let them do the problems on subtraction. Let them count the remaining things after subtraction and write the correct number in the blank boxes.

Exercise

(a) Subtract the numbers given below.

Ex: $15 - 13 = 2$

$15 - 3 = \square$

$14 - 2 = \square$

$18 - 10 = \square$

$16 - 3 = \square$



$18 - 6 = \square$

$19 - 15 = \square$

$12 - 2 = \square$

$14 - 4 = \square$

$17 - 15 = \square$

(b) Subtract the numbers given below.

$\begin{array}{r} 17 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 15 \\ \hline \end{array}$
--	--	--	---

$\begin{array}{r} 19 \\ - 16 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 14 \\ \hline \end{array}$
---	---	---	---

$\begin{array}{r} 16 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 10 \\ \hline \end{array}$
--	--	--	---

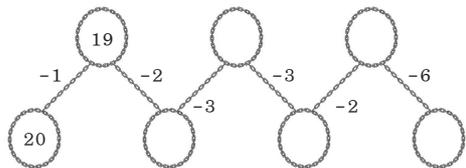


Get your pupil to understand instructions. Let them do the exercises themselves.

(c) Subtract the each pairs of numbers in each row. One of the answers is different. Put '✓' mark. One example is given.

Ex: $14 - 2$	$19 - 6$ ✓	$17 - 5$	$13 - 1$
(a) $17 - 3$	$19 - 5$	$18 - 2$	$15 - 1$
(b) $15 - 5$	$19 - 9$	$16 - 5$	$18 - 8$
(c) $18 - 5$	$16 - 4$	$19 - 6$	$17 - 4$

(d) Write the correct number that comes after subtracting.

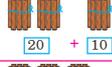
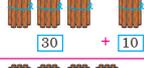
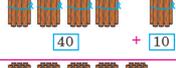
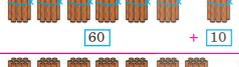
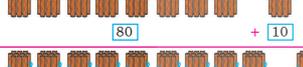


Get your pupil to understand instructions. Let them do the exercises by themselves.

12 Introduction of Tens from 10 to 100



Count in tens. Write the numbers in the boxes.

 10	1 ten	10 ten
 10 + 10	2 tens	20 Twenty
 20 + 10	3 tens	<input type="text"/> thirty
 30 + 10	<input type="text"/> tens	40 forty
 40 + 10	5 tens	<input type="text"/> fifty
 50 + 10	<input type="text"/> tens	60 sixty
 60 + 10	7 tens	<input type="text"/> seventy
 70 + 10	8 tens	<input type="text"/> eighty
 80 + 10	<input type="text"/> tens	90 ninety
 90 + 10	10 tens	100 hundred



Get your pupils to count the stick bundles in tens from 10 to 100. Let them understand the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 and 100.

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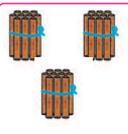
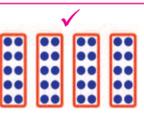
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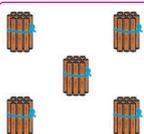
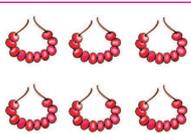
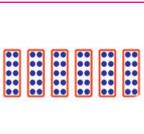


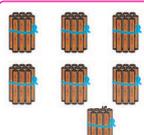
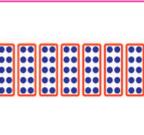
Exercise

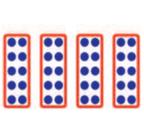
(a) Count the tens, in the following three boxes. Mark '✓' the box which is different.

Ex:

		 ✓
--	---	---

		
--	---	---

		
--	---	---

		
--	---	---



Get your pupil to understand instructions. Let them do the exercises by themselves.

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(b) Count the grid. Write the correct number in the big box given under them.

Ex:

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

(c) Count the beads in each chain. Write the correct number in the last column.

Chains of beads	Number
	40
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>



Get your pupil to understand instructions. Let them do the exercises by themselves.

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(d) Look at the tens. Match each one with correct number.

10+10	Example	40
30+10		50
40+10		80
70+10		20
80+10		90

(e) Look at the tens in each row. Write the correct number in the blank spaces.

10	20	30	<input type="text"/>	<input type="text"/>
30	40	50	<input type="text"/>	<input type="text"/>
20	40	60	<input type="text"/>	<input type="text"/>
10	30	50	<input type="text"/>	<input type="text"/>



Get your pupil to understand instructions. Let them do the exercises by themselves.

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13 Numbers from 20 to 100



Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \square . Say how many tens and how many ones are there in each number.

 \square 20 + \square 1 = \square 21	tens ones \square 2 \square 1
 \square 20 + \square 2 = \square	tens ones \square \square
 \square 20 + \square 3 = \square	tens ones \square \square
 \square 20 + \square 4 = \square	tens ones \square \square
 \square 20 + \square 5 = \square	tens ones \square \square



Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 21 to 25 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

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13 Numbers from 20 to 100

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in '○'. Say how many tens and how many ones are there in each number.

	tens ones
$20 + 1 = 21$	<input type="text" value="2"/> <input type="text" value="1"/>
	tens ones
$20 + 2 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$20 + 3 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$20 + 4 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$20 + 5 = \bigcirc$	<input type="text"/> <input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 21 to 25 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

97

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Count the bundles of sticks and the loose sticks in the following pictures. Write the number in '○'. Say how many tens and how many ones are there in each number.

	tens ones
$20 + 6 = 26$	<input type="text" value="2"/> <input type="text" value="6"/>
	tens ones
$20 + 7 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$20 + 8 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$20 + 9 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$20 + 10 = \bigcirc$	<input type="text"/> <input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 26 to 30 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

98

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in '○'. Say how many tens and how many ones are there in each number.

	tens ones
$30 + 1 = 31$	<input type="text" value="3"/> <input type="text" value="1"/>
	tens ones
$30 + 2 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$30 + 3 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$30 + 4 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$30 + 5 = \bigcirc$	<input type="text"/> <input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 31 to 35 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

99

Free Distribution by A.P.Government

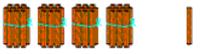
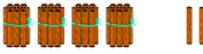
Count the bundles of sticks and the loose sticks in the following pictures. Write the number in '○'. Say how many tens and how many ones are there in each number.

	tens ones
$30 + 6 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$30 + 7 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$30 + 8 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$30 + 9 = \bigcirc$	<input type="text"/> <input type="text"/>
	tens ones
$30 + 10 = \bigcirc$	<input type="text"/> <input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 36 to 40 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

100

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$40 + 1 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$40 + 2 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$40 + 3 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$40 + 4 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$40 + 5 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 41 to 45 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

101

Free Distribution by A.P.Government

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$40 + 6 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$40 + 7 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$40 + 8 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$40 + 9 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$40 + 10 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 46 to 50 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

102

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$50 + 1 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$50 + 2 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$50 + 3 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$50 + 4 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$50 + 5 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 51 to 55 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

103

Free Distribution by A.P.Government

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$50 + 6 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$50 + 7 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$50 + 8 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$50 + 9 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$50 + 10 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 56 to 60 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

104

Free Distribution by A.P.Government

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$60 + 1 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$60 + 2 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$60 + 3 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$60 + 4 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$60 + 5 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 61 to 65 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$60 + 6 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$60 + 7 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$60 + 8 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$60 + 9 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$60 + 10 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 66 to 70 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$70 + 1 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$70 + 2 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$70 + 3 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$70 + 4 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$70 + 5 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 71 to 75 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$70 + 6 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$70 + 7 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$70 + 8 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$70 + 9 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$70 + 10 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 76 to 80 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$80 + 1 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$80 + 2 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$80 + 3 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$80 + 4 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$80 + 5 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 81 to 85 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$80 + 6 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$80 + 7 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$80 + 8 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$80 + 9 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$80 + 10 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 86 to 90 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$90 + 1 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$90 + 2 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$90 + 3 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$90 + 4 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$90 + 5 = \bigcirc$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 91 to 95 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

Count the bundles of sticks and the loose sticks in the following pictures. Write the number in \bigcirc . Say how many tens and how many ones are there in each number.

	tens	ones
$90 + 6 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$90 + 7 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$90 + 8 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$90 + 9 = \bigcirc$	<input type="text"/>	<input type="text"/>
	tens	ones
$90 + 10 = 100$	<input type="text"/>	<input type="text"/>

Get your pupils to observe the bundles of sticks and loose sticks. Let them write the numbers 96 to 100 by counting tens and ones. Ask them to write the numbers as sums of tens and ones.

Exercise

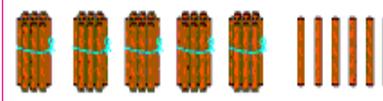
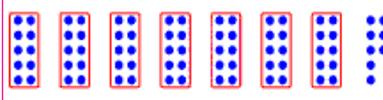
(a) Look at the grid given below. You find some numbers from 1 to 100 in the grids. Write the missing numbers correctly in the blank boxes.

1	2	3	4	5	6	7	8	9	10
11					16				20
			24					29	
	32						38		
				45					50
51						57			
		63			66				
71						77			
			84						90
	92								100

Get your pupils to understand how to write numbers from 1 to 100 in the correct order. Let them write the numbers in the blank boxes given above.

(b) Count the pictures. Look at the 3 numbers given on the right side. Draw 'O' around the correct number.

Ex:

	21 31 41
	66 56 76
	78 68 58

(c) Look at the series of numbers from 41. Write the correct numbers in the blank boxes.

41	42	43			46		48
49	50				54		56
70		72		74			
60			63		65		

Get your pupil to understand the instructions given. Let them solve the problems by themselves.

d) Look at the numbers in each row. Write the correct numbers in the blank space.

e) Write the numbers from 1 to 20 in letters.

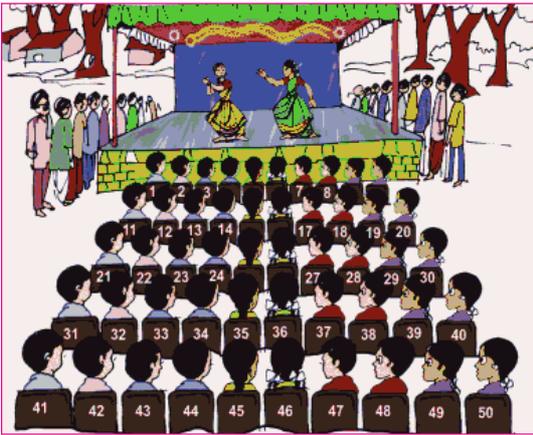
1	One	11	Eleven
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	Twenty

Get your pupil to understand the instructions given. Let them solve the problems by themselves.

14 Numbers Before, Between, After



Look at the picture given below. Say what is happening. How many people are standing? How many people are sitting?



- How many seats are there in the first row?
- With which seat number does the second row begin?
- With which seat number does the third row end?
- Some seats do not have numbers. Say those numbers.
- Say the two numbers of seats between 14 and 17.
- From 31 to 40 how many people can sit?
- What is the number before 45?
- What is the number after 49?
- Between what numbers does 7 lie?
- The number 34 is nearer to 40 or 31?



Get your people to observe the above picture. Ask them to say the answers to the questions given above.

116

(a) Count the dots in the boxes given. Write the suitable number in .

Put '✓' the number which is the bigger of the two.

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

Count the dots in the boxes given. Write the suitable number in .

Put '✓' the number which is the smaller of the two.

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



Get your pupil to count the dots in the boxes given above. Let them write their numbers. Let them understand how to find out which of the two numbers is bigger or smaller.

117

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Exercise

(a) Write the previous number.

<input type="text"/>	44	<input type="text"/>	74	<input type="text"/>	60
<input type="text"/>	94	<input type="text"/>	55	<input type="text"/>	21

(b) Write the next number.

29	<input type="text"/>	46	<input type="text"/>	65	<input type="text"/>
87	<input type="text"/>	40	<input type="text"/>	69	<input type="text"/>

(c) Write the middle number.

29	<input type="text"/>	31	25	<input type="text"/>	27
49	<input type="text"/>	51	70	<input type="text"/>	72

(d) Look at the number in the middle box. Write the number before and after it.

<input type="text"/>	63	<input type="text"/>	<input type="text"/>	89	<input type="text"/>
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Get your pupil to understand and the instructions given. Let them solve the problems by themselves.

118

(e) Draw '○' around the smaller of the two numbers given.

Ex:	76	○54	c)	32	59
(a)	69	36	d)	85	81
(b)	34	94	e)	76	67

(f) Put '✓' the number which is the bigger of the two numbers given.

Ex:	✓52	37	c)	76	67
(a)	68	92	d)	53	58
(b)	39	31	e)	41	64

(g) Draw '○' around the smallest of the five numbers given in each row.

Ex:	87,	76,	83,	73,	○51
(a)	96,	53,	21,	12,	37
(b)	92,	16,	37,	73,	14
(c)	52,	60,	94,	51,	49
(d)	76,	22,	37,	12,	64



Get your pupil to understand and the instructions given. Let them solve the problems by themselves.

119

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(h) Look at the five numbers in each row. Put '✓' the number which is the biggest.

Example:	34,	57,	12,	67,	53
(a)	64,	59,	41,	72,	84
(b)	32,	91,	82,	67,	38
(c)	87,	64,	59,	86,	68
(d)	19,	91,	89,	98,	76

(i) Look at the following numbers on the left column. In the boxes on right side columns. Write those numbers from the smallest to the biggest and from the biggest to the smallest. One example is given.

Numbers	From the smallest to the biggest number	From the biggest to the smallest number
Ex: 21, 36, 45, 69	21, 36, 45, 69	69, 45, 36, 21
(a) 60, 30, 45, 80	_____	_____
(b) 96, 41, 12, 68	_____	_____
(c) 9, 25, 14, 78	_____	_____

 Get your pupil to understand and the instructions given. Let them solve the problems by themselves.

(o) Play this game.



Play this game following the instructions given below.

- Make cards with numbers 1 to 96. Mix them well. Each pupil must have 24 cards.
- Mix each set well. Put them in front of each pupil, with the numbers cannot be seen.
- Each pupil picks up one card and displays. The pupil whose number on the card is biggest receives the cards of other 3 pupil.
- Play like this for 5 or 6 rounds. The pupil who has the maximum number of cards is the winner.
- Play this game again and again.

 Get your pupil to understand and the instructions and play the game as described above.

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15 Money



Raju has the following coins and currency notes. Say what value they are of.

Coins

50 Paise
 1 rupee
 2 rupees
 5 rupees

Currency Notes

5 rupees
 10 rupees

20 rupees
 50 rupees



Get your pupils to observe the pictures of coins and currency notes. Let them understand the value of each coin and note.

(a) Put '✓' in the box under the one-rupee coin.

(b) Put '✓' in the box under the five-rupee coin.

(c) Put '✓' in the box under the five-rupee note.



Get your pupil to understand the instructions and solve the exercises themselves.

(d) Put '✓' in the box under the ten-rupee note.

(e) Write what the following coins are.

rupees
 rupee
 rupees

(f) Write what the following notes are.

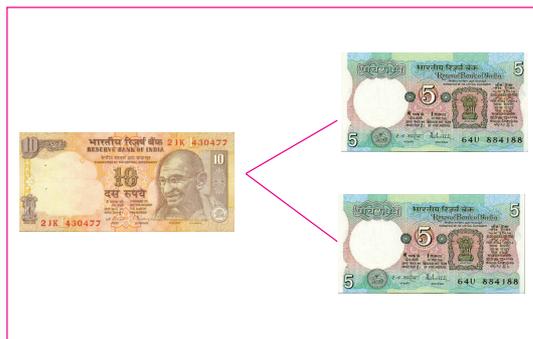
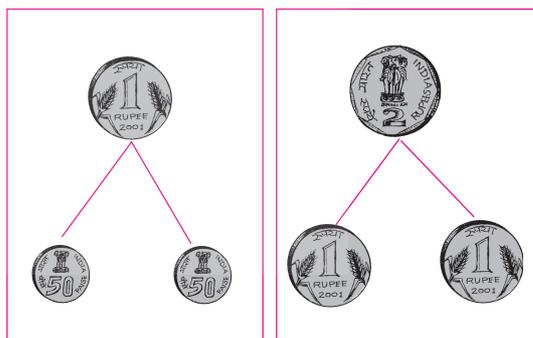
rupees
 rupees

rupees



Get your pupil to understand the instructions and solve the exercises themselves.

(g) Observe and say.



Get your pupil to understand the instructions and solve the exercises themselves.

(h) Match the notes on the left, with the change that is equal to on the right.

Get your pupils to observe the value of the notes on the left. Ask them to observe the total value of the coins on the right. Let them match the amounts of equal value.

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16 Time

Look at the two pictures given below. Who is doing what? Say what the time it is then.



Get your pupils to observe the above two pictures. Let them understand what people do and at what time.

127

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Look at the two pictures. Say when these events take place.



- Who are doing what? What is the time?
- What comes after the morning?
- What do people do then?
- What comes after the afternoon?
- What do people do then?
- Say all that you do from morning to night.

Get your pupils to observe the pictures. Get them to understand the concepts of early morning, morning, afternoon, evening and night.

128

Exercise

Match the following.

Example

Get your pupils to observe the pictures on the left. Let them observe the pictures on the right and match them correctly.

129

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(a) Look at the pictures given below. Order them according as the action that takes place first to the last (as 1, 2 and 3).



Get your pupils to observe the above pictures. Let them understand what people do and at what time.

130

17 Length - Weight - Size

Look at the pictures given below. Say how each and with what is measured.

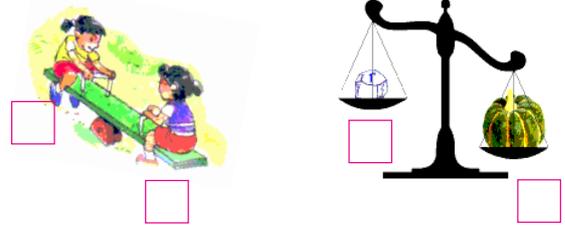
	
Rahim measured the length of the book like this.	This is the length equal to the width of four fingers
	
Rama measured the length of the table like this	This is the length between the little finger and the thumb of your hand
	
Sitamma measured the flower garland like this.	This is the length between the elbow and the tip of the fingers. This is called a cubit.
	
Meena measures the length of the mat like this	This is the length between the sole and the toes. This is called a foot

Get your pupils to observe the above pictures. Let them understand the nonstandard measuring tools shown on the right are used in finding the lengths of things.

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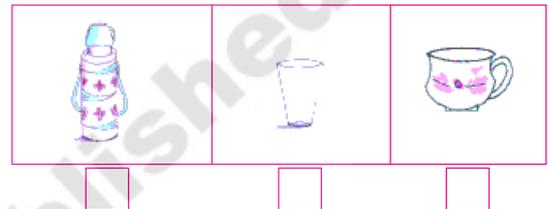
(a) Put '✓' for the heavier one.



(b) Put '✓' the vessel which, of the three, holds more water.



(c) Put '✓' the vessel which holds less coffee.



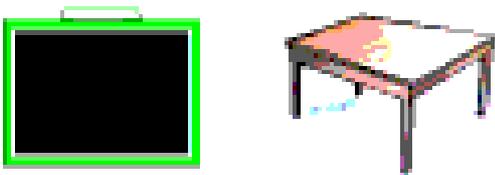
Get your pupils to observe the above pictures. Let them discuss then help them to understand before they answer the problems.

132

d) Do this activity. Let each pupil stand on a line. Ask each one to leap forward. Then measure the distance using a stick and your cubit. Record your observation in the table given below.

Name of the pupil	The distance leaped	
	Using a stick	Using a cubit

(e) Guess how long are a slate and a table, in terms of a pencil as a tool. Check your guessing by actual measurement using a pencil.



Get your pupils to measure the things shown above using the tools mentioned. Let them record the values. Use questions to help them realise the differences.

133

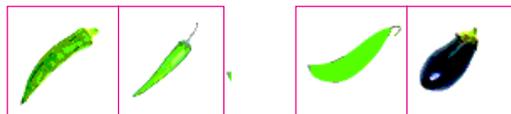
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Exercise

(a) Look at the things given below. Put '✓' the things which are shorter than a pencil.



(b) Look at the two pairs of vegetables. Guess which of the two is light and which is heavy.



(c) If you want to fill the bucket fast, which vessel should you use? Guess. Find out by actual filling.



Get your pupils to understand the instruction for each problem. Let them solve the problems by themselves.

134