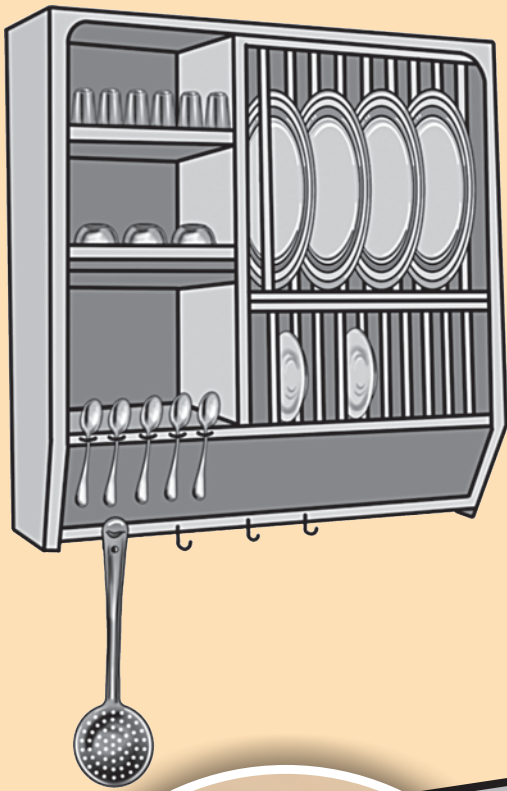


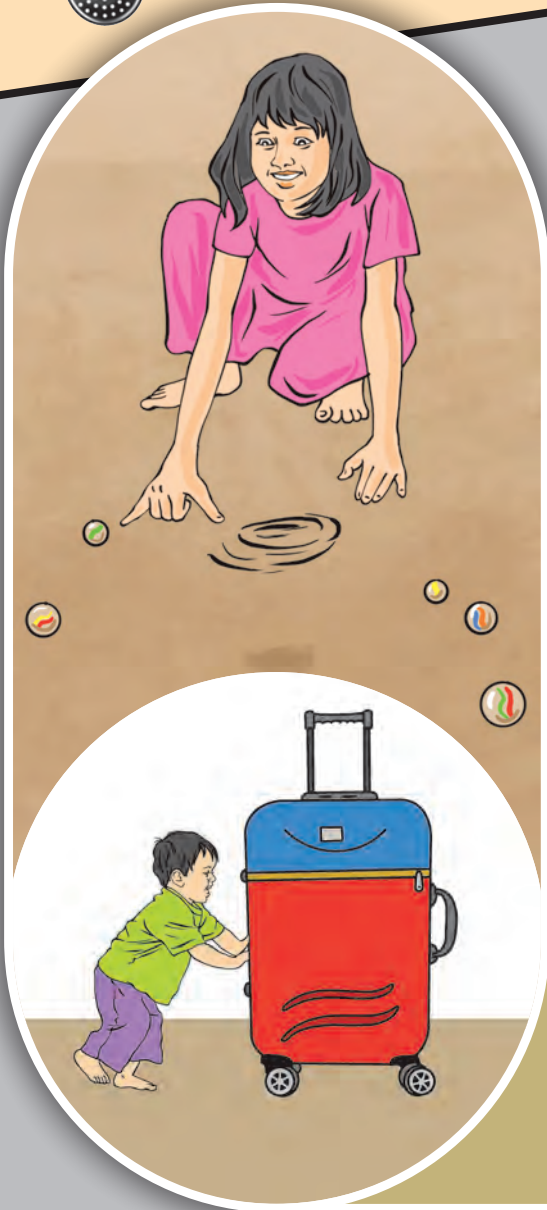


MATHEMATICS

STANDARD ONE



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- **Tele-MANAS Program**

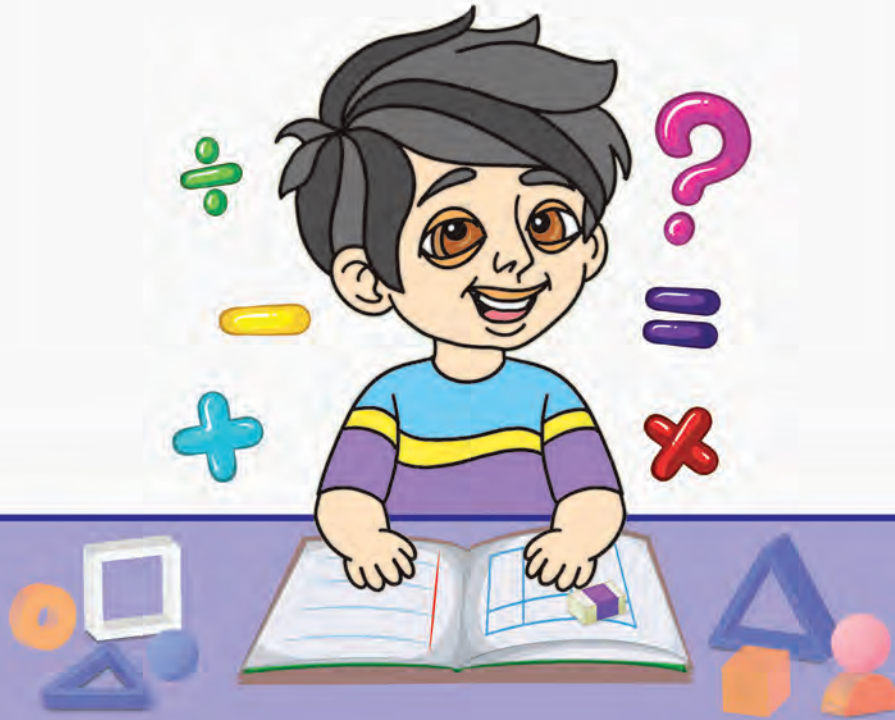


Tele-MANAS (Tele Mental Health Assistance and Networking Across States) (14416/ 1800-89-14416)

Under the National Mental Health Program, the centrally sponsored scheme ‘Tele-MANAS’ is being implemented in the state of Maharashtra from October 2022. Under the Tele-MANAS Program, free 24 × 7 integrated and comprehensive mental health services are provided through the helpline number 14416. This includes treatment and counselling by experts for various mental problems. The information provided by you after calling the Tele-MANAS helpline remains completely confidential, so students, parents and teachers should feel free to call the helpline number and tell them about their problems and doubts and get guidance on it. Tell others to take help from this facility as well.

Tele-MANAS app has been launched by the Central Government and is also available in Marathi language. This app provides complete information about mental health. Tele-MANAS app is available free of cost.

This textbook aligns with the curriculum and syllabus developed by the State Council of Educational Research and Training (SCERT), Maharashtra, Pune-30 and has been verified by them. The Coordination Committee, established under Government Resolution by GR No. Abhyas - 2116/ (Pra.Kra.43/16) SD - 4 dated April 25, 2016, approved this textbook in its meeting held on April 16, 2025 for use from academic year 2025-26 onwards.



MATHEMATICS

STANDARD ONE

समग्र शिक्षा



**Maharashtra State Bureau of Textbook Production and Curriculum Research,
Pune 411004.**



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260669

First Edition : 2025
Reprint : 2026

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Typesetting :

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Paper :

70 GSM Creamwove

Print Order

N/PB/2026-27/1,00,000

Printer

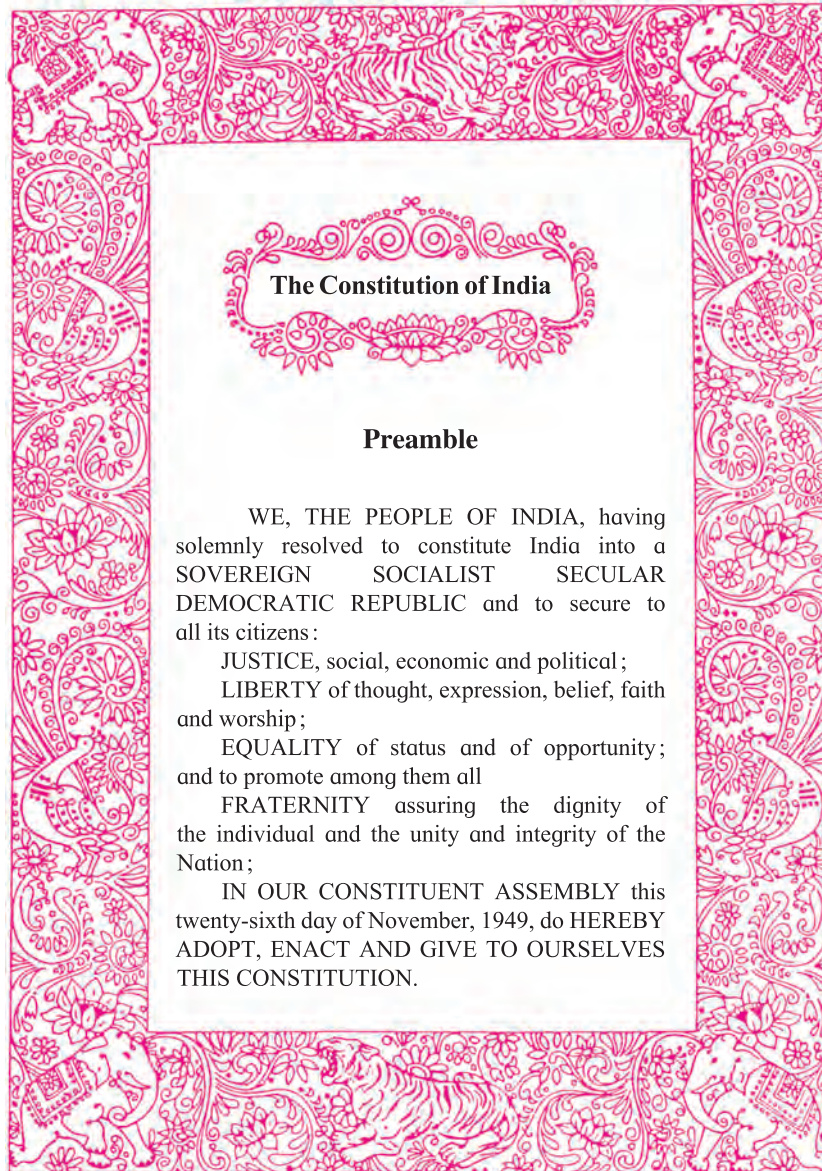
M/S. JYOTIRLING WEB OFFSET PRINTERS, PUNE

Production

Smt. Mitali Shitap
I/c Chief Production Officer
Shri. Nitin Wani
Production Officer

Publisher

Shri. Sachin Mehta
I/c Controller
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The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties – It shall be the duty of every citizen of India –

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvīda-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

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.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

भिती न आम्हा तुझी मुळी ही गडगडणाऱ्या नभा
अस्मानाच्या सुलतानीला जबाब देती जिभा
सह्याद्रीचा सिंह गर्जतो शिव शंभू राजा
दरी दरीतून नाद गुंजला महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

काळ्या छातीवरी कोरली, अभिमानाची लेणी
पोलादी मनगटे खेळती, खेळ जीवघेणी
दारिद्र्याच्या उन्हात शिजला
निढळाच्या घामाने भिजला
देश गौरवासाठी झिजला

दिल्लीचे ही तख्त राखितो, महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा ॥२॥

PREFACE

Greeting to my small friends, teachers and parents,

It is great pleasure that, we present to you the Standard One Mathematics textbook prepared in accordance with the National Educational Policy 2020. According to the State Curriculum Framework 2024, it is suggested that easy and attractive books be considered for the age group of six to eight. The content in this textbook should not be just in the form of instructions but should provide opportunities for children to work on their own.

In this textbook, the emotional world of children and their preferences have been fully considered. Considering the interest of these children entering in standard one, this textbook has been provided with many colourful and attractive pictures. In order to enrich the content while thinking from a mathematical perspective, each chapter has been started by using various objects and situations from the emotional world of children as well as their surroundings. Concepts are explained in simple language. To give children the opportunity to practise, they are given sufficient examples to practise and enough space to solve those examples. For further reinforcement of the concepts suggestions have been given for teachers. An attempt has been made to make the book interesting through riddles, songs etc.

The illustrations and examples, provided in this text book are not only child-friendly but also socially balanced. Efforts have been taken to select the images, pictures with a view to ensure that all sections of society receive adequate priority. The Panchkosh and 21st century skills mentioned in the NEP 2020 have been incorporated into various components of the textbook. The content of the book is relevant to the development sector. An attempt has been made to maintain ascending order of difficulty level and variety in the examples given in this textbook is consistent with the educational goals, curriculum objectives, competencies and learning outcomes. The textbook includes activities, games, stories and songs to make learning enjoyable for children.

Best wishes to all for a bright future.



(Krishnakumar Patil)

Director

Pune

Date : 30 April 2025

Indian Solar Year : 10, Vaishakh, 1947
Akshayya Tritiya

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

Learning Competencies and Learning Outcomes

Curricular Goal : Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures.

Learning Competencies	Learning Outcomes
(1) Sorts objects into groups and subgroups based on more than one property.	Child sorts objects according to properties and describes the rules of sorting. (e.g. Groups of animals that live in the same environment.)
(2) Recognizes and extends the simple pattern of shapes and numbers in their surroundings.	Fills in the missing element of simple repeating patterns in different aspects with adults help. (eg. red-blue, red-blue, red-blue)
(3) Counts the numbers upto 99 (after and before) in the groups of 10s and 20s	Counts objects greater than 20 using number names upto 99 and counts the numbers according to the groups of 10s.
	Counts forward and backward from a specific number. (0 and 99)
	Recognizes the numbers/quantities in group of 2. (e.g. two groups of 10 makes 20)
(4) Arranges the numbers upto 99 in ascending and descending order.	Arranges objects in the same group according to their various properties. (e.g. size, measure, length, weight)
	Arranges the given number in ascending and descending order. (1 to 9)
(5) Recognises and uses numerals and writes number names upto 99 using place value concept.	Recognizes the symbol zero to represent absence of object/thing.
	Recognizes and writes numerals upto 20 and writes number names upto 10.
	Compares two numbers upto 20 and uses vocabulary like bigger than or smaller than.
(6) Using flexible strategies and derives combinations of composing (add together) and decomposing (take away from the set) performs addition and subtraction of two-digit numbers.	Uses real life situations and concrete objects to solve addition sums upto 18 using addition fact.
	Uses real life situations and concrete objects to construct and solve subtraction problems upto 9 using subtraction facts. (e.g. taking away seeds and beads from the given set.)
	Develops relationship between addition and subtraction of numbers.
	Recognizes the symbols +/- for addition/subtraction operations.
(7) Recognises multiplication as repeated addition and division as equal sharing.	Solves multiplication problems by grouping for small numbers.
	Recognizes the symbol (×) for multiplication.
	Uses trial and error method and by sharing into groups for solving division problems.
	Recognizes the symbol for division.
(8) Identifies, creates and classifies geometric shapes with their observable properties as well as understands and explains the spatial relationship of objects.	Uses and develops vocabulary of spatial relationship. (e.g. up - down, inside - outside, near - far, before - after)
	Collects objects of various shapes and sizes from the surroundings. (e.g. pebbles, boxes, balls, cones, pipes)
	Sorts, classifies and describes the objects on the basis of shapes and other observable properties.
	Observes and describes the physical features of various shapes in their own language. (e.g. a ball rolls, a box slides and has corners)
	Compares shapes based on various properties. (e.g. length, area, volume)
(9) Selects tools and units for simple measurements of the length, weight and volume of objects in their immediate environment.	Distinguishes between near-far, thin-thick, longer/taller-shorter.
	Measures small lengths using different non standard units. (in the context of games.e.g. <i>Gilli Danda</i> , Marbles.)
	Estimates short distance and length and verifies using non-standard units. (e.g. figures, hand span, forearm, foot steps.)

	Compares and places in the order from light to heavy objects or vice-versa.
	Estimates and measures volumes of containers using uniform non-standard units like a cup/spoon/mug.
(10) Performs simple measurements of time in units of minutes, hours, days, weeks and months.	Differentiates between events that occur in time using terms like earlier and later.
	Take the qualitative feel of long and short duration of school days and holidays.
	Narrates the sequence of events in a day. Arranges the events/incidents of the day in order.
(11) Performs simple transactions using money upto Rupees 100.	Using coins and currency notes creates amounts upto Rupees 20.
(12) Develops sufficient and appropriate vocabulary to express understanding of related processes to quantities, shapes, space and measurement.	Constructs full sentences to describe a mathematical problem related to quantities, shapes, space and measurement.
(13) Formulates and solves simple mathematical problems related to quantities, shapes, space and measurement.	Recognizes situations in the real world as simple mathematical problems.
	Solves simple numerical problems using different strategies.

While handling the textbook....

Teachers parents and facilitators should....

- Explain mathematical concepts using songs, rhymes, games, stories, picture observations activities, projects, demonstrations, picture cards, number cards, beads / manimalas, material from the mathematics box and material available in the surroundings.
- Ask them to do activities individually, in pairs or in groups as per need. This will help to reinforce the concepts.
- Understanding and applying mathematical concepts as well as a journey from hads on to minds on should be made.
- It has been considered at some places in the textbook that students should be given higher opportunities such as constructing examples/questions themselves, rather than just solving examples/questions. It is to be expanded more and more.
- Engage students in the teaching learning process by asking students thought provoking questions and activities.
- An attempt has been made to include most of the learning outcomes in all the units/chapters.
- The instructions in the textbook are given as a guideline. Teacher should modify teaching and learning process according to local context, local conditions, dialect and examples from the surrounding.

Introduction to emojis used in the textbook



Converse.



Discuss.



Write.



Sing a song.



Classify.



Do activity.



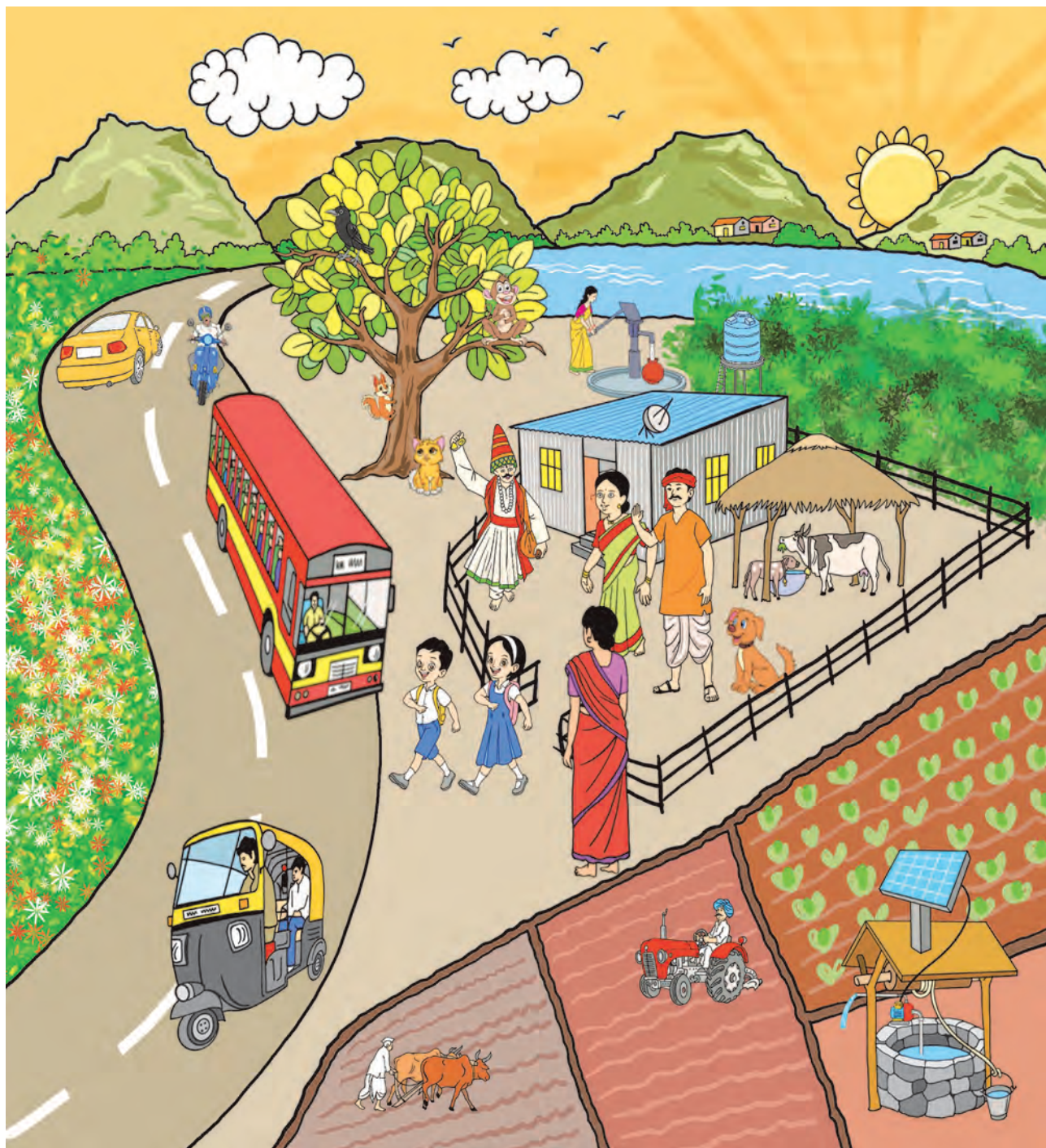
Observe.

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1

My Village



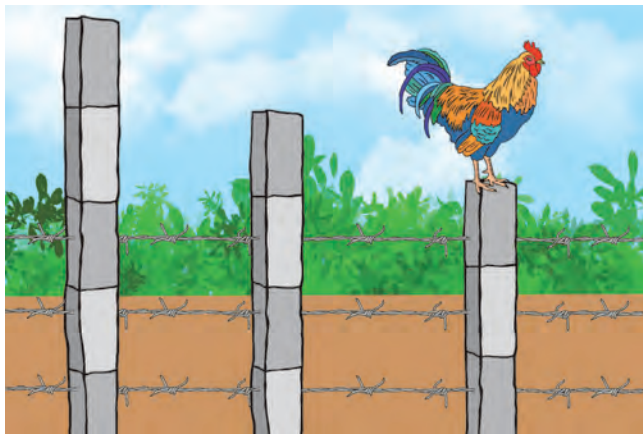
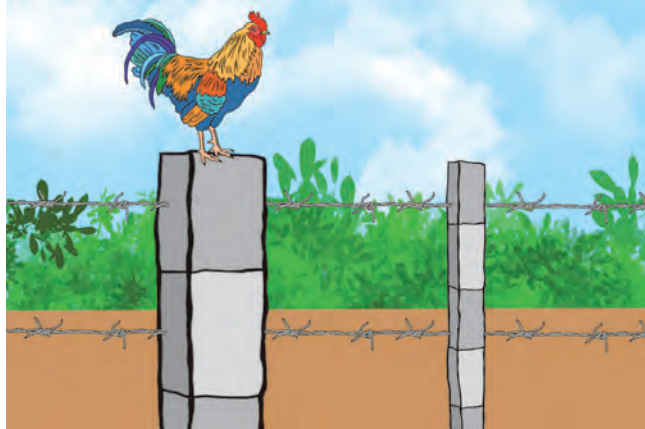
With the help of the given picture, discuss the concepts, up-down, in-out, in front of-behind etc. with the students using positional words. Discuss the sentences such as - cat is under the tree, monkey is sitting on the tree, cow is inside the cowshed, girl is near the gate etc.

2

Where is a cock?

A cock walks around all the day. Where is he standing in the picture? Circle (○) the correct word.

For example, The cock is standing on a **thick** / **thin** pole.



The cock is standing on a **taller** / **shorter** pole than the middle one.

The cock is standing behind the **shorter** / **longer** log than the middle one.



Discuss with the students about thick-thin, taller-shorter, short-long and practice using various examples.

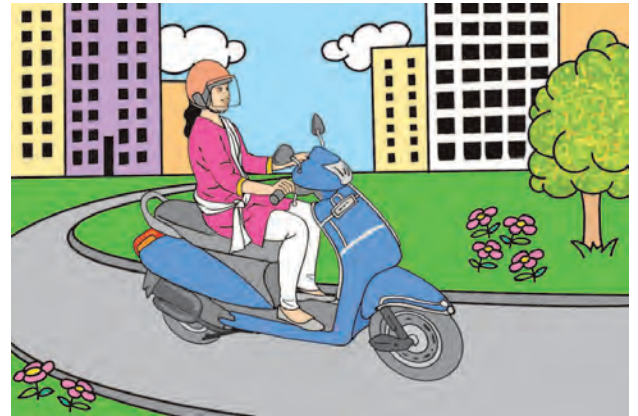
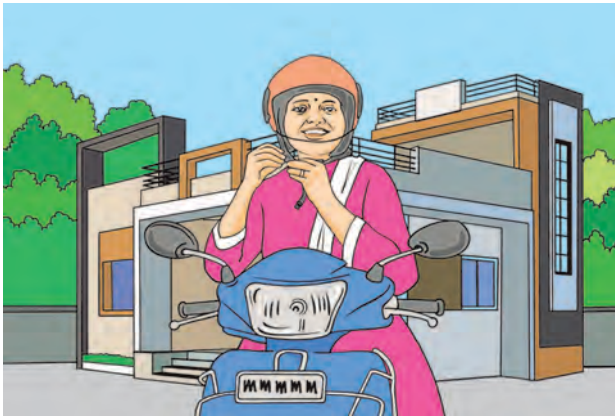
3

Before - After

* Colour the box that shows the activity 'Before'.



* Colour the box that shows the activity 'After'.

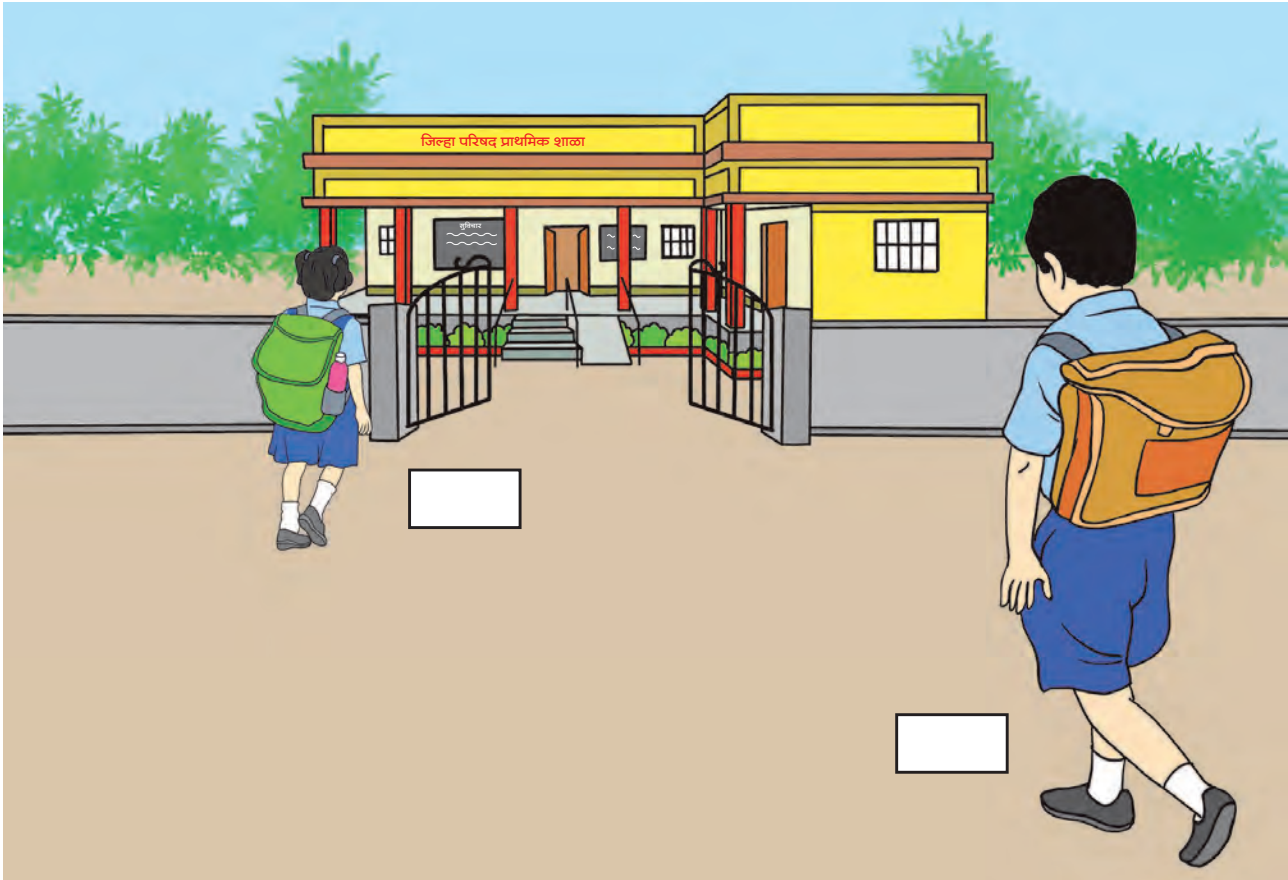


Discuss with the students the concept of before - after. Give practice taking various examples.

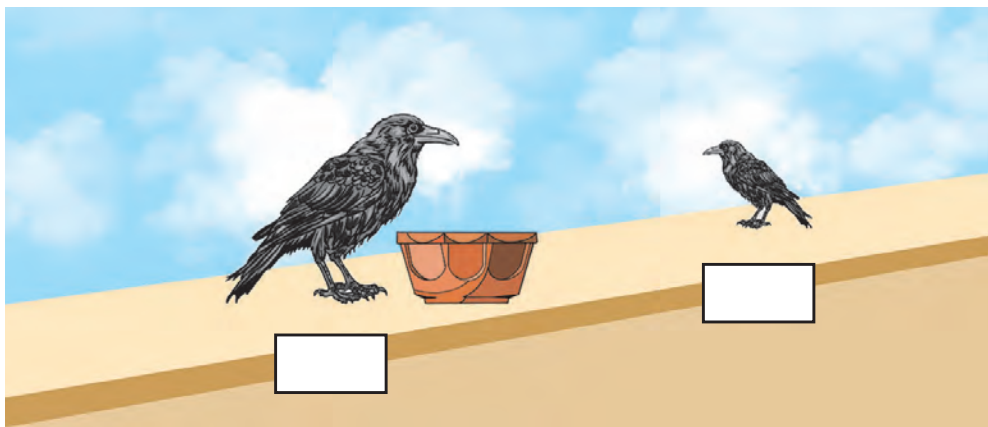
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Near-Far





- * Observe the picture. Colour the box that shows the child nearer the school.

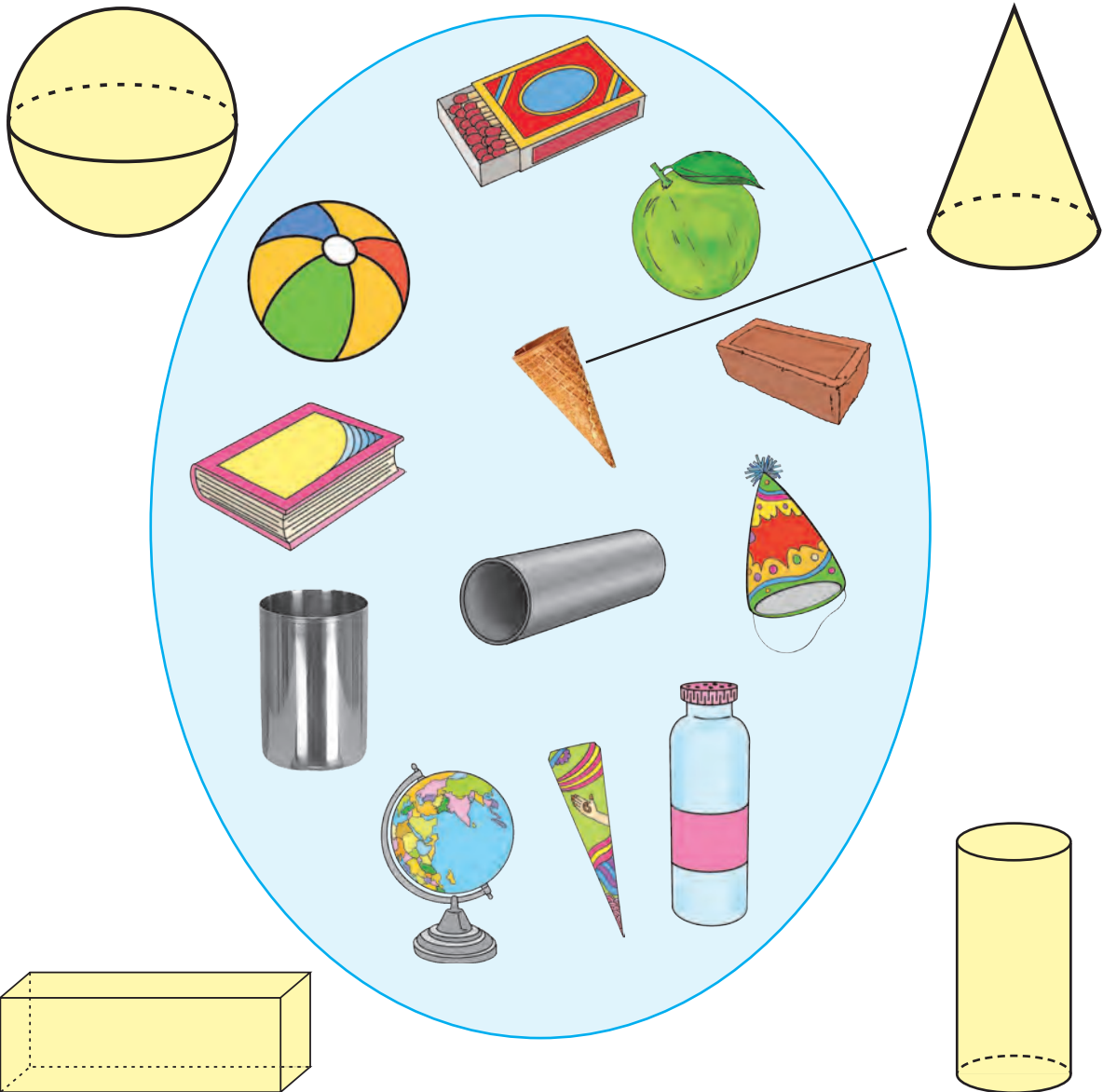


- * Look at the picture. Colour the box shown below the crow, which is far from the water bowl.



Discuss the concept near and far with students. Give practice with various examples.

- * Observe the objects in the picture. Match the objects and the shapes by a line. (, , , ).



Allow the students to handle various objects from the surroundings. Ask them to classify the objects according to their shapes.

6

Rolling-Sliding

Ramesh shall we play?

Yes sure, Let us enjoy.



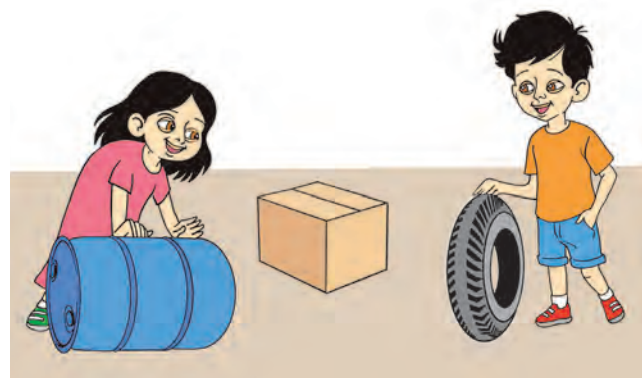
Drum is rolling.



Box is sliding, You take the tyre, it rolls as well.



Yes, it rolls! I am enjoying.



Ask the students to observe the pictures. Read the situations aloud. Discuss the concept of rolling and sliding.



Think it over!



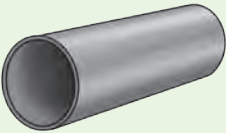

Mark the object with a tick '✓' which will roll down a slide as a ball.



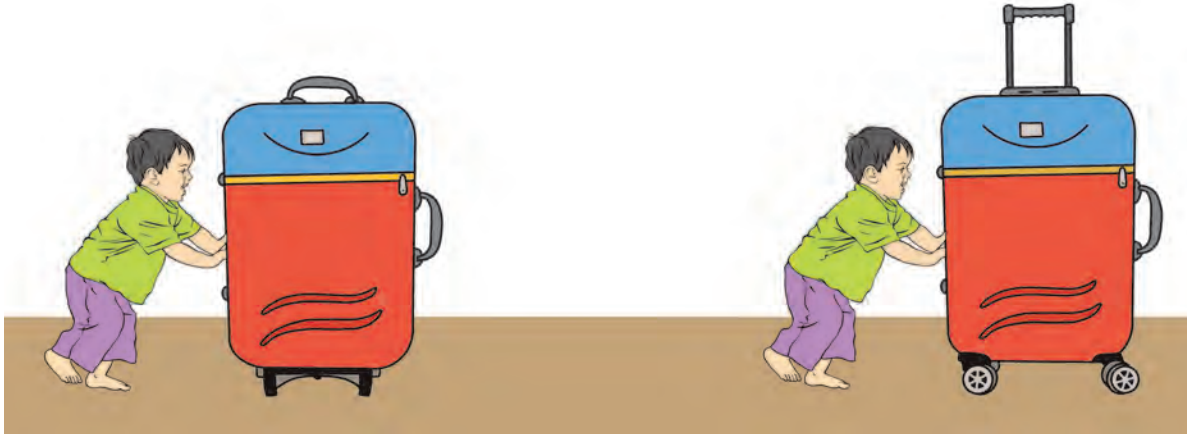
Mark the object with a circle '○' which will slide down a slide as a book.



* Tick ✓ under rolling or sliding.

Object	Rolling	Sliding
	✓	
		
		
		

* Colour the box below the bag which is more easy to move.



Some objects can roll and slide as well.



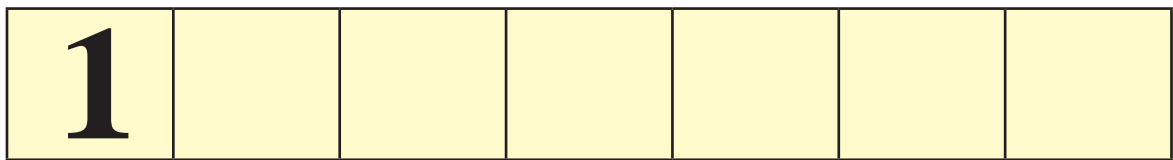
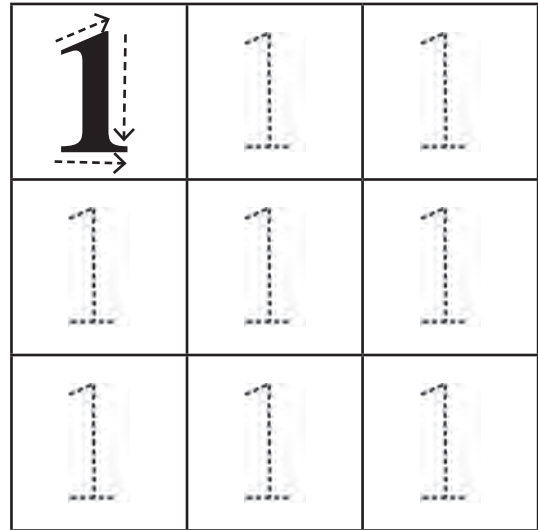
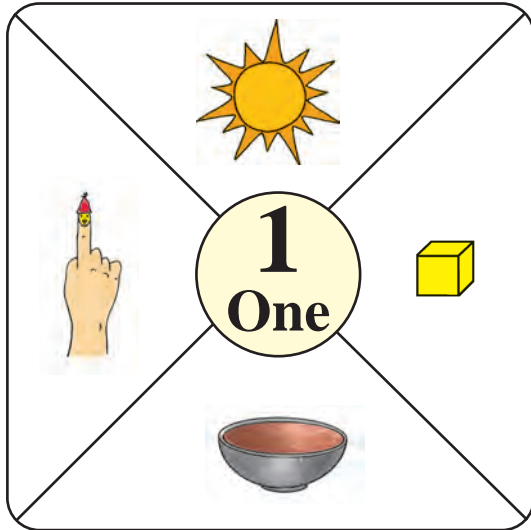
Use your brain

* Draw pictures of objects which may roll and slide also.

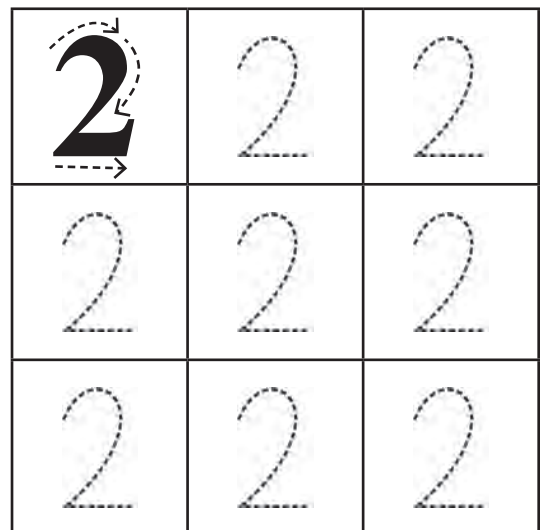
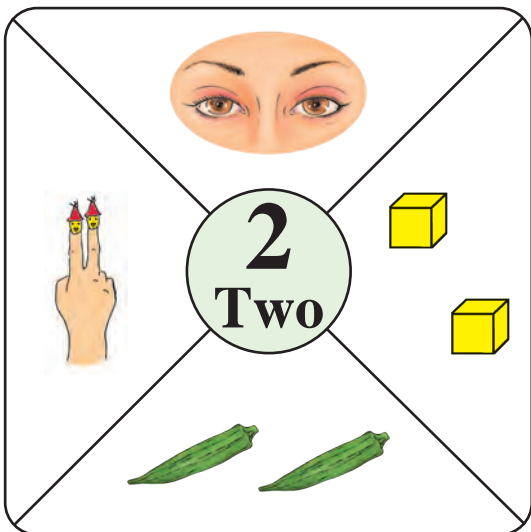


Make a slope with a plank. Give some objects to the students and let them identify the ones which roll, slide or both. Discuss the reason why some objects roll while some slide. Also discuss which position of object makes it roll and which position makes it slide.

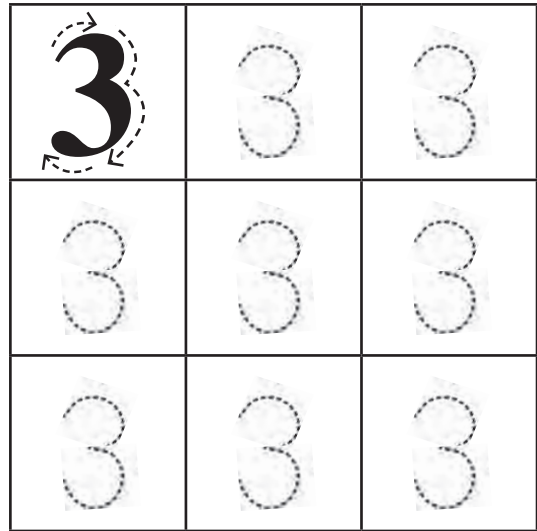
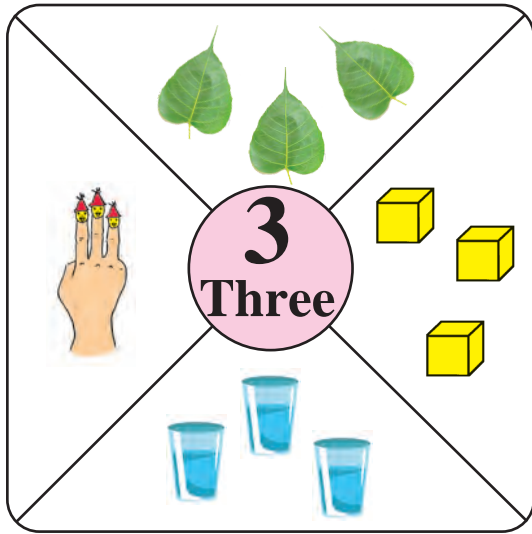
* Read, trace and write.



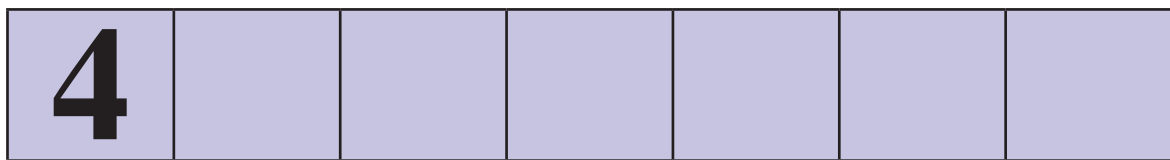
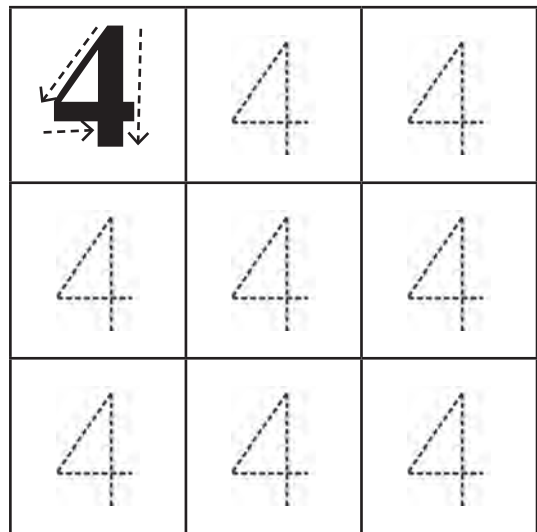
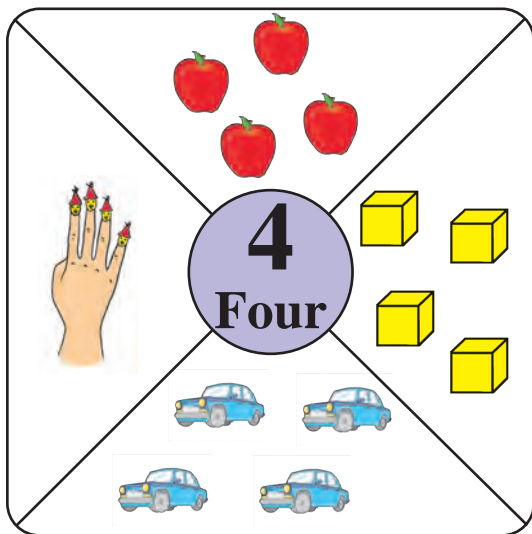
* Read, trace and write.



* Read, trace and write.

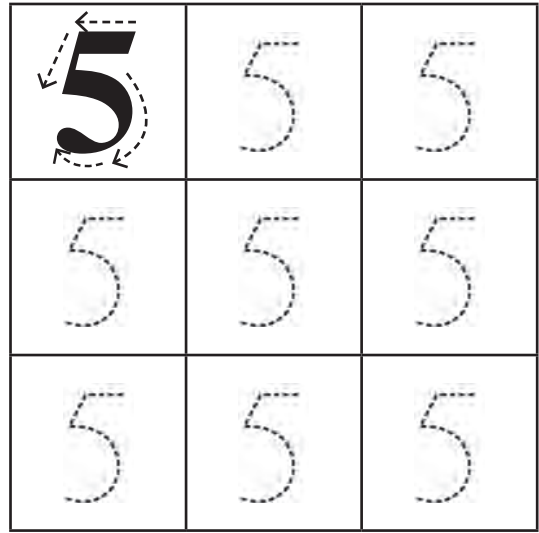
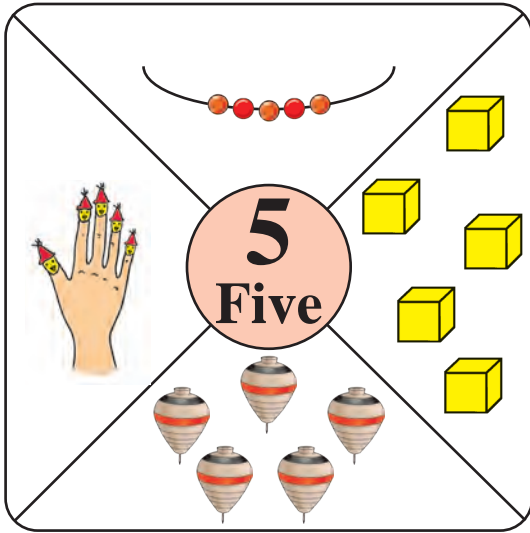


* Read, trace and write.

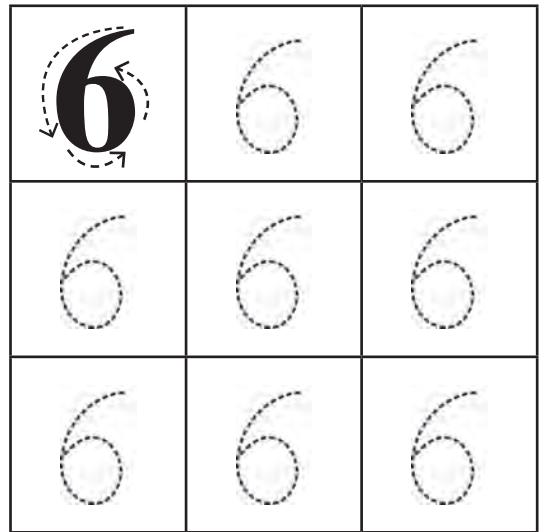
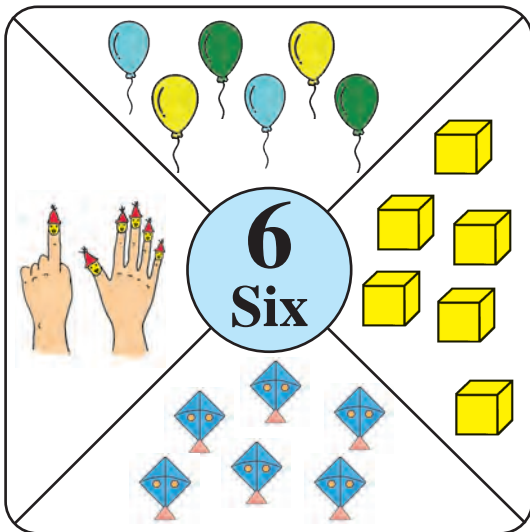


* Read, trace and write.

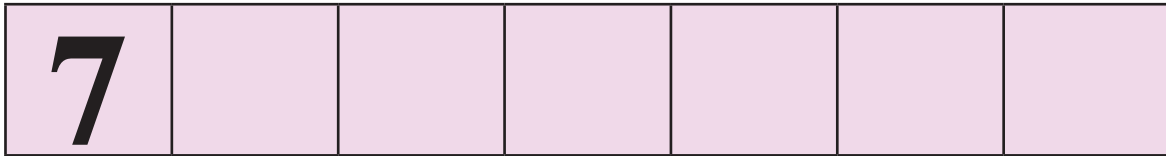
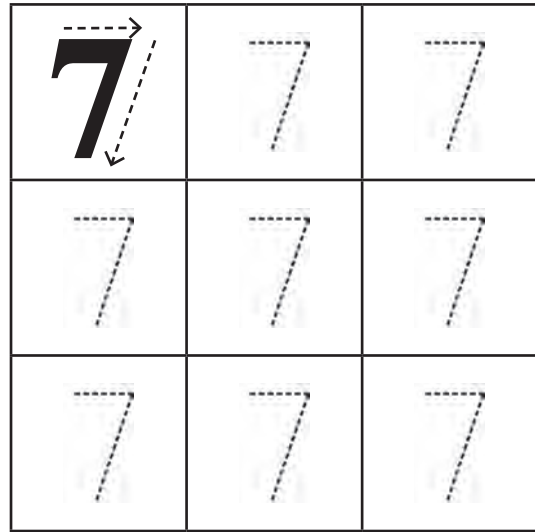
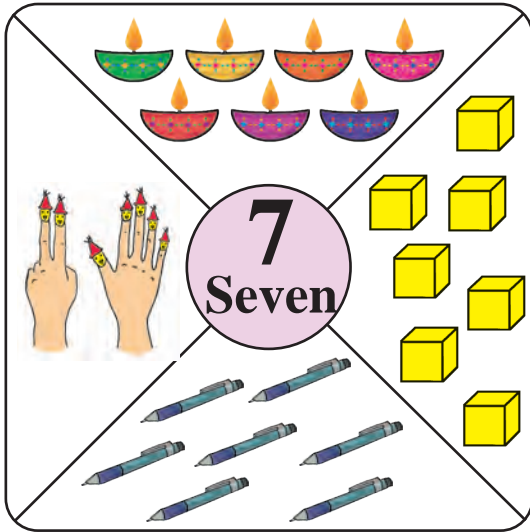
FOR FREE DISTRIBUTION



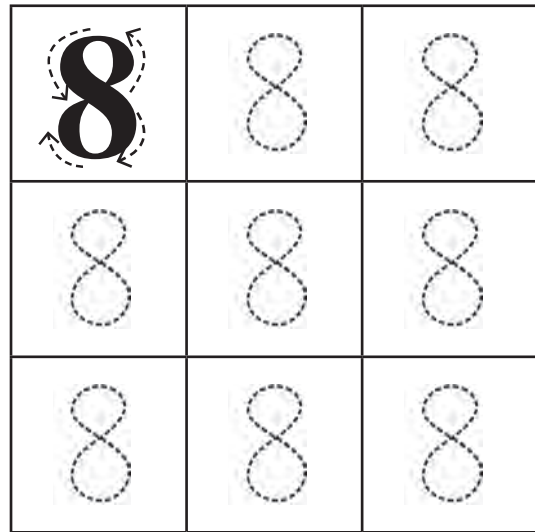
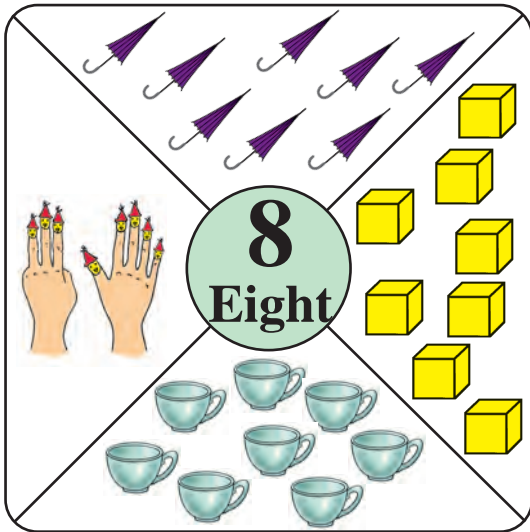
* Read, trace and write.



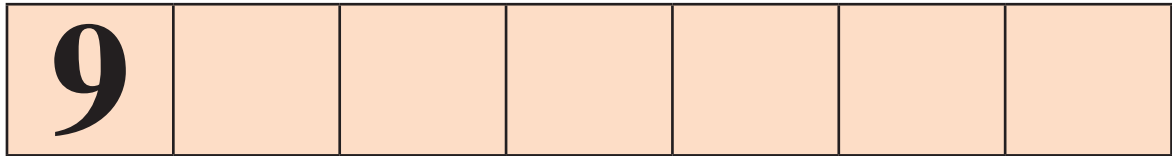
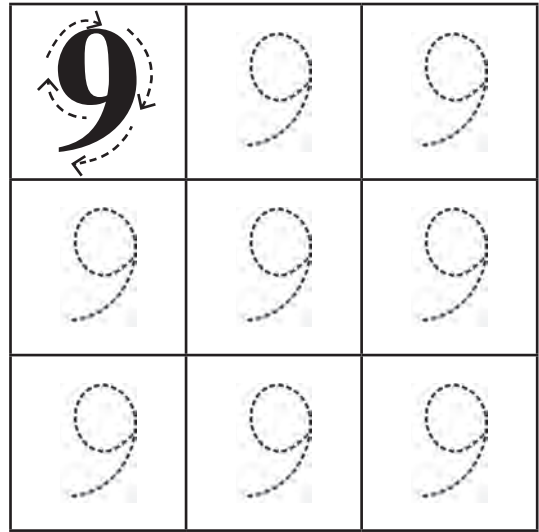
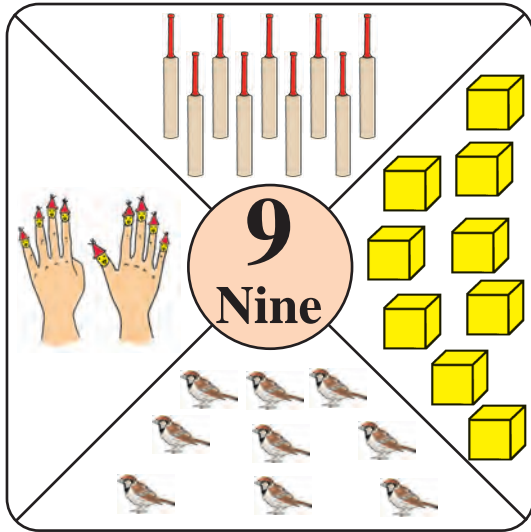
* Read, trace and write.



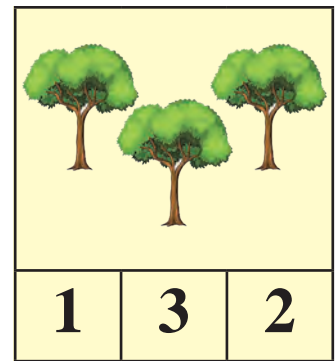
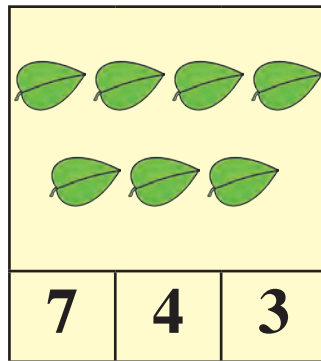
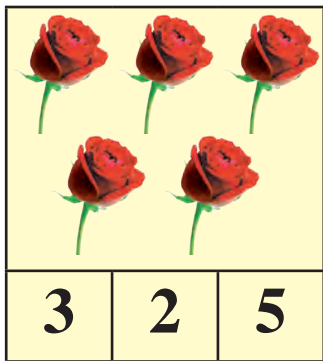
* Read, trace and write.



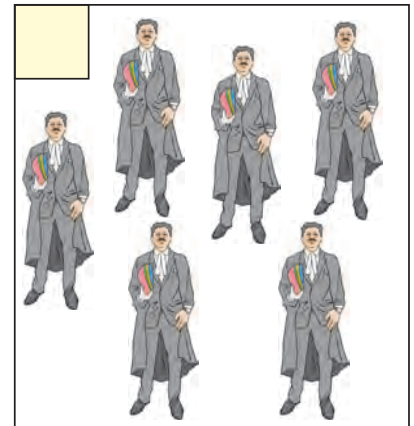
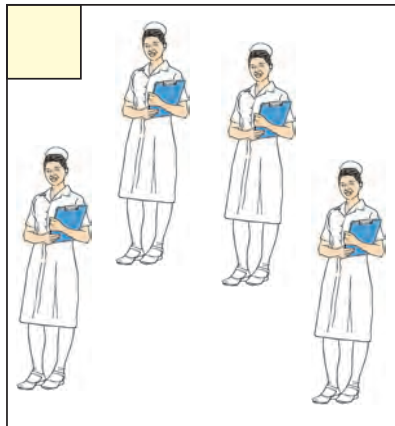
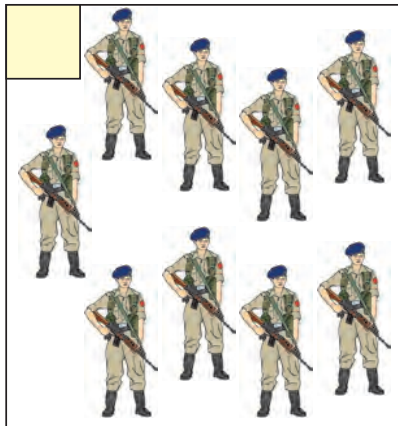
* Read, trace and write.



* Count the pictures and circle O the correct number of objects.



* Count and write the number in the box.












* Draw pictures equal to the given number.

8	
---	--

5	
---	--

9	
---	--

* Count the beads and write the number.

	1	1								
	2	2								
	3	3								
										
										
										
										
										
										



Introduce the numbers 1 to 9 to the students using a variety of objects/pictures. Give practice to correlate the number cards and objects/group of objects.

To recognize the numbers 1 to 9 give practice of writing the numerals 1 to 9.

* Observe the picture of the park. Count the pictures and write that number in the appropriate box.



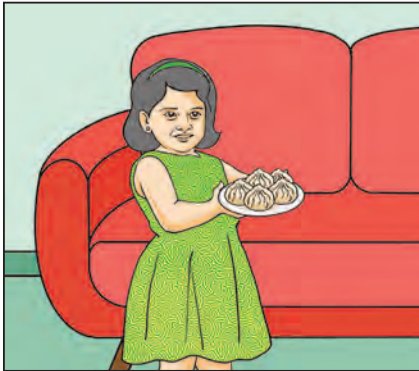
4



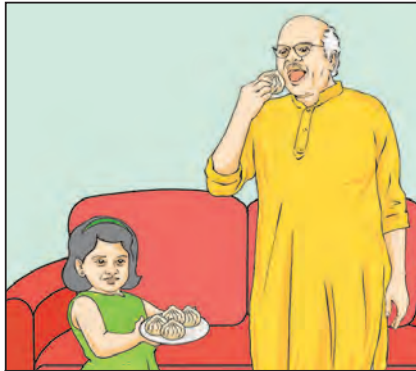
Ask the students to observe the picture of park. Ask them to write the number of boys, girls, butterflies, gates, balloons, flowers, slides, swings, birds etc. in the box given below the picture. For example, total number of trees are **4**



Try to understand



A plate contains 5 *Modaks*.



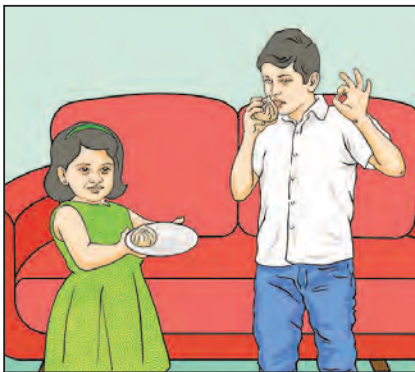
4 *Modaks* are left in the plate.



3 *Modaks* are left in the plate.



2 *Modaks* are left in the plate.



1 *Modak* is left in the plate.



No *Modaks* are left in the plate.



There are 0 *Modaks* in the plate.

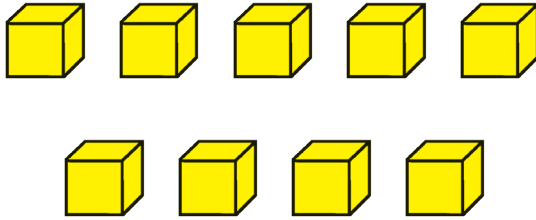
* Read, trace and write.



Let the students observe from the pictures that every time 1 *Modak* is reduced. The discussion should lead by asking, 'How many *modaks* are left in the plate now?' At the end, tell the students that 'no *modaks* are left in the plate' is said as 'zero *Modaks* are left in the plate.' Tell them also that the symbol '0' is used to indicate zero.

9

Introducing 10



9

Nine blocks means
9 unit blocks



10

Ten

<p>10 unit pencils</p>	<p>10 unit beads</p>	<p>10 unit chalks</p>
-------------------------------	-----------------------------	------------------------------

10

Ten

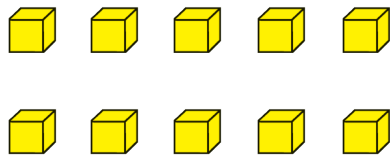
* Read, trace and write.

10	10	10	10	10	10	10	10	10	10
10									



Explain the concept of 10 which comes after 9, adding one finger of hand to it. Explain that 10 comes by adding 1 to 9, using pictures. Let the students read, trace and write 10.

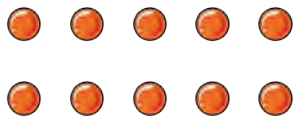
* **Introducing 'a ten'**



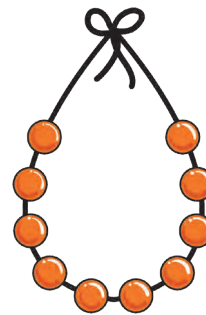
10 unit blocks



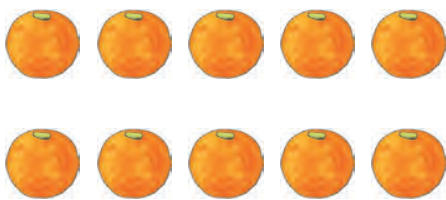
Stack of 1 ten



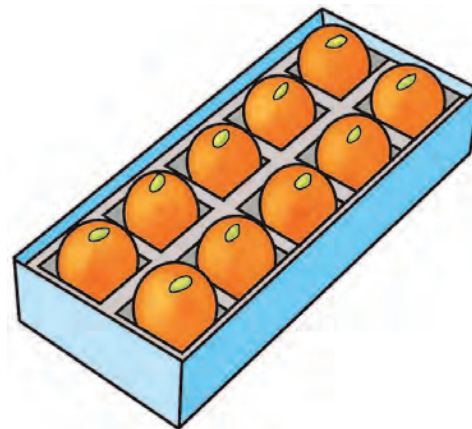
10 unit beads



String of 1 ten



10 unit laddoos



1 ten of laddoos

**One ten means group of 10 same objects.
10 units means 1 ten.**



Let the students tie together 10 objects and make tens using objects in the surroundings. For example making 1 bundle of 10 sticks, 1 string of 10 beads etc.

What are you doing Aman dada?

Kajal, I am colouring pictures.



I also want to colour pictures. Please give me a picture.

Yes, take this picture and two crayons.



Dada, I want more crayons.

Okay, take these three crayons.



Dada see the picture I have coloured.

Very good Kajal! You have coloured it very nicely!



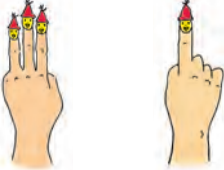
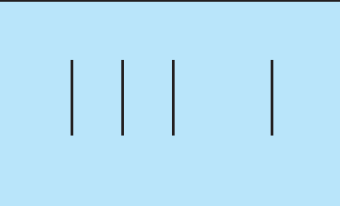
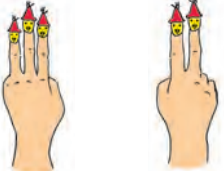
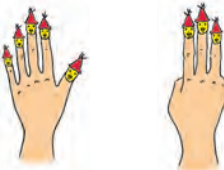
Tell me !

- * How many crayons did Aman dada give to Kajal for colouring the picture initially?
- * How many crayons did Aman dada give to Kajal to colour the picture?
- * How many total crayons did Kajal take from Aman dada to colour the picture?

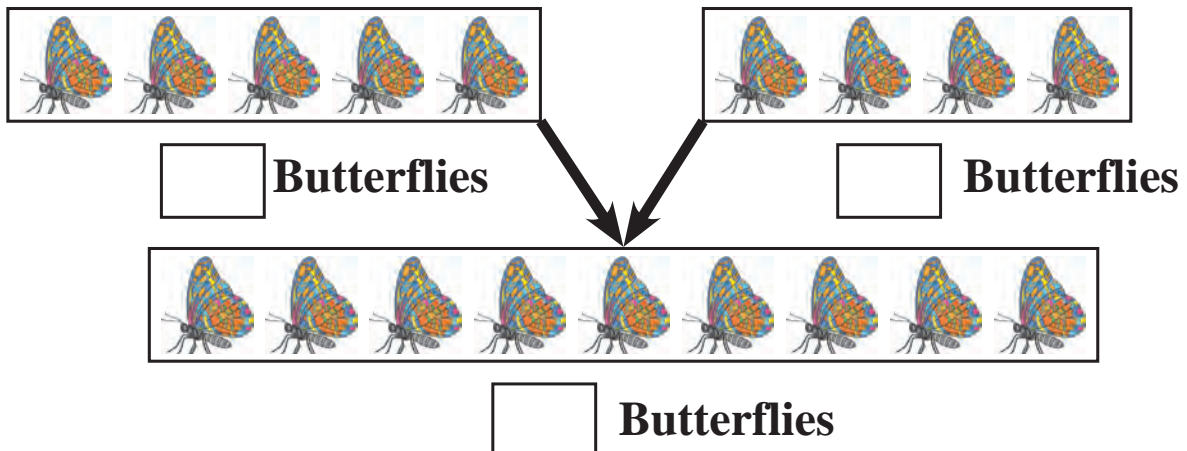
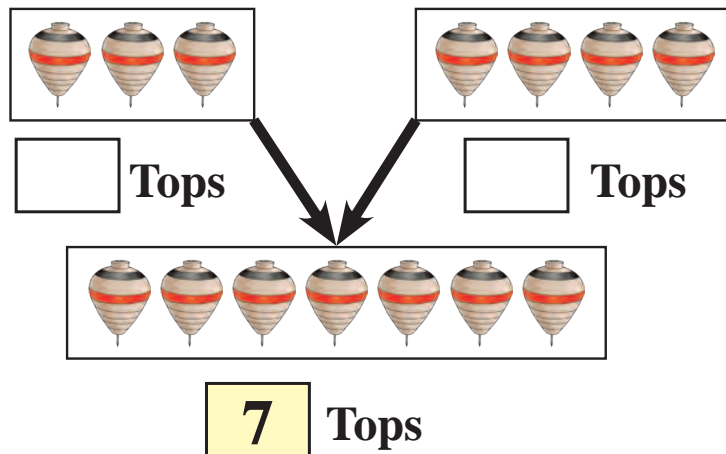


Prepare the students to learn addition using different objects and situations.

* Count the fingers in the pictures. Draw that many lines in the box. Count all the lines and write the total number of them.

		<p style="text-align: center; font-size: 2em;">4</p>
		
		

* Count the pictures in both the groups and write the total number of pictures.

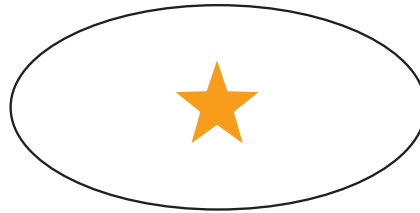


- * Count the number of pictures in each group. Write the number of pictures in each group below. Count all the pictures together and write the total number of pictures.



4

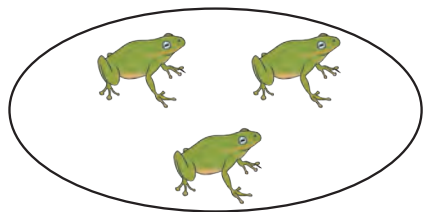
and



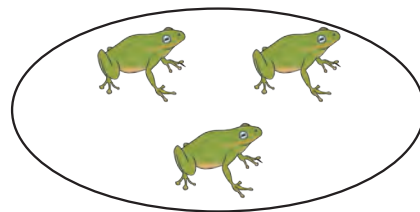
1

Total

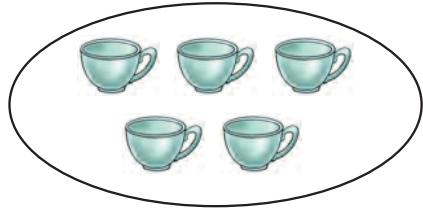
5



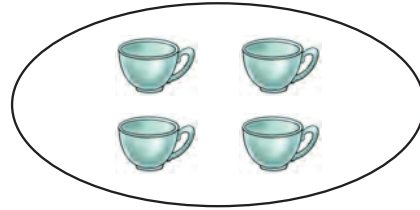
and



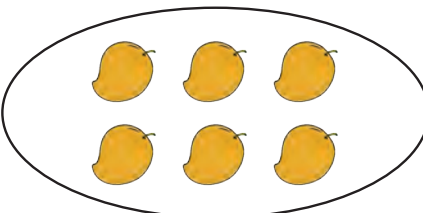
Total



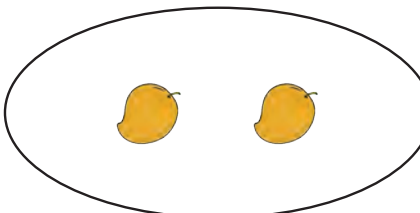
and
(+)



Total
(=)



+
(plus)





=
(is equal to)





Explain that 'to add' means to 'join together', 'to mix' or 'to increase' etc. Explain that, the sign '+' is used to indicate addition. Tell them '6+2=8' is read as 'six plus two is equal to eight'.

• Addition (By horizontal arrangement)

$$\boxed{4} + \boxed{2} = \boxed{6}$$

(Four) (plus) (Two) (is equal to) (Six)

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

* Solve.

$$\boxed{3} + \boxed{1} = \boxed{4}$$

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



$$\boxed{5} + \boxed{4} = \square$$

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

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

$$\boxed{2} + \boxed{7} = \square$$

* Addition (By vertical arrangement)

$$\begin{array}{r} \boxed{3} \\ + \boxed{2} \\ \hline \boxed{5} \end{array}$$



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

* Solve.

$$\begin{array}{r} 6 \\ + 2 \\ \hline \boxed{8} \end{array}$$

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

$$\begin{array}{r} 5 \\ + 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \square \end{array}$$

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

* **Solve.**

$4 + 3 = 7$ means $\boxed{4}$

		+	3
-----			7

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

		+	$\boxed{}$
-----			$\boxed{}$

$4 + 2 = \boxed{}$ means $\boxed{}$

		+	$\boxed{}$
-----			$\boxed{}$

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

		+	$\boxed{}$
-----			$\boxed{}$

* **Solve.**

Sameer brought 4 flowers. Sulabha brought 3 flowers. How many flowers did they bring in all?

Sameer brought $\boxed{4}$ flowers.

+ Sulabha brought $\boxed{3}$ flowers.

They brought $\boxed{7}$ flowers together.

$\boxed{4} + \boxed{3} = \boxed{7}$

Suresh scored 7 runs, Rafiq scored 2 runs. How many runs did they score together?

Suresh scored $\boxed{7}$ runs.

+ Rafiq scored $\boxed{2}$ runs.

Total $\boxed{}$ runs.

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

Vinod brought 6 buckets of water, Deepika brought 1 bucket of water. How many buckets did they bring altogether?

Vinod brought $\boxed{}$ buckets of water.

+ Deepika brought $\boxed{}$ buckets of water

Total $\boxed{}$ buckets of water.

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

Gopal has 5 cows in his farm, Sunita has 3 cows in her farm. How many cows are there in total in their farms?

$\boxed{}$ cows in Gopal's farm.

+ $\boxed{}$ cows in Sunita's farm.

$\boxed{}$ Total Cows.

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



Give practice to students with various examples of addition.



Try to understand



5 guavas are in a plate.

0 guavas in the plate in hand

Total **5** guavas in both the plates.

$$5 + 0 = 5$$

When no objects are added to a given number of objects, we get the same number of objects.

* Solve.

$$2 + 0 = 2$$

$$4 + 0 = \square$$

$$6 + 0 = \square$$

$$9 + 0 = \square$$

$$\begin{array}{r} 1 \\ + 0 \\ \hline 1 \end{array}$$

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

$$\begin{array}{r} 8 \\ + 0 \\ \hline \square \end{array}$$

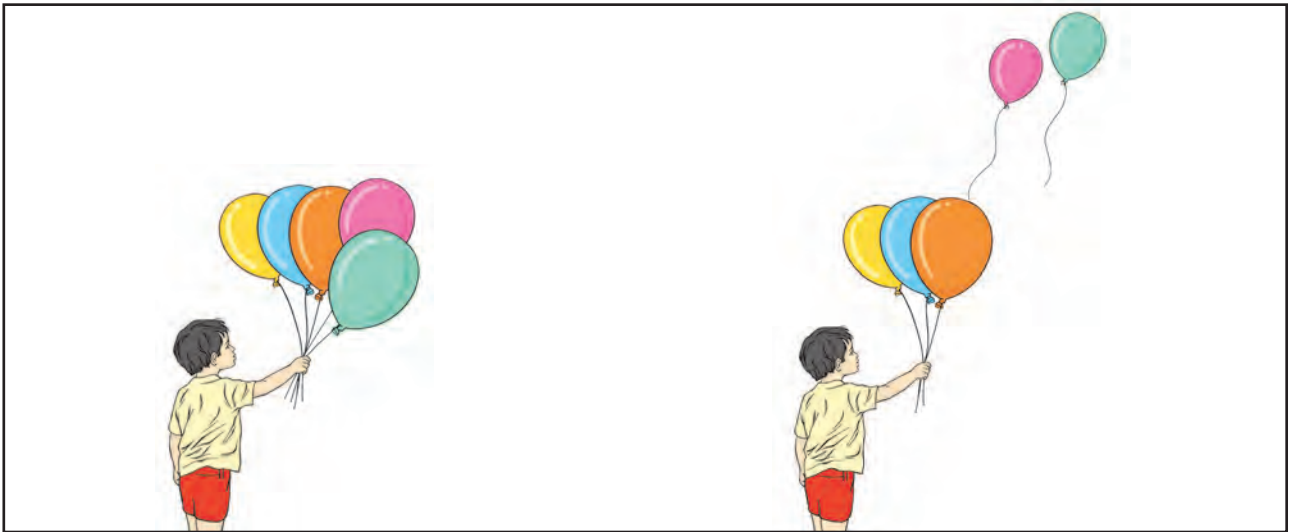
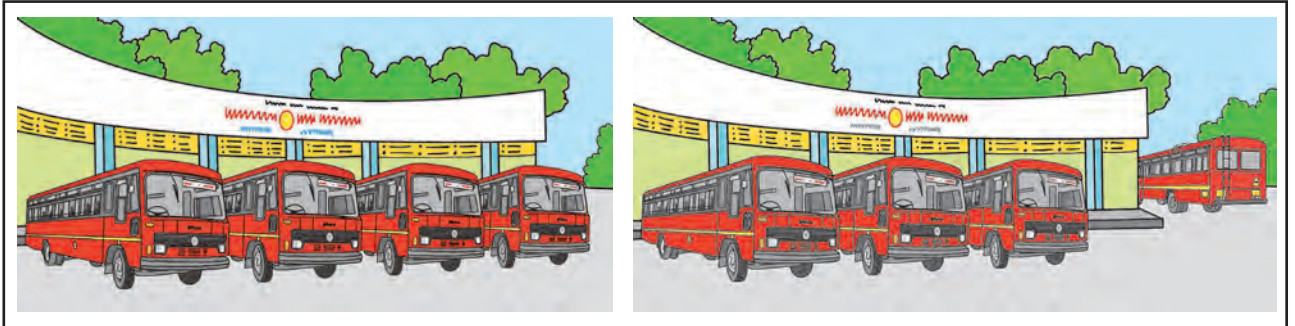
$$\begin{array}{r} 3 \\ + 0 \\ \hline \square \end{array}$$



Using available objects, let the students make a practice to understand when no object is added to a given number of objects we get the same number of objects.



Try to understand



Some buses were parked on a bus-stand. Some of them left. How many buses were there? Did the number of buses increase or decrease? How many have left? How many remained? In this way ask questions regarding the remaining pictures also. Hence explain the concept of subtraction using terms 'to decrease', 'to take away', 'to remove', 'to make less' etc.

● **Subtraction (To take away/To remove from the group)**

* **Observe the picture. Write the correct number in the given box below.**



There are laddoos in a jar.

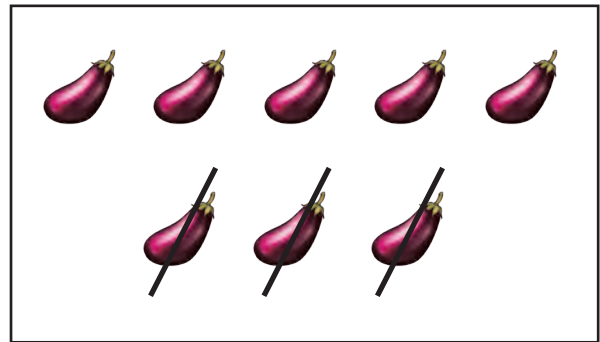


laddoos are taken away from the jar.

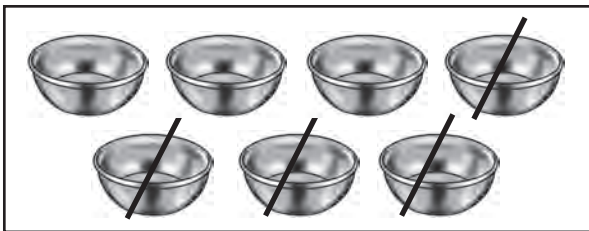
Now laddoos have remained in the jar.



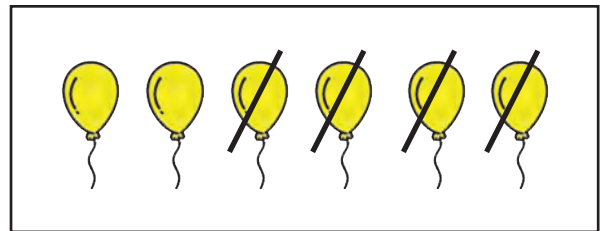
Tai picked up flowers out of so flowers are left.



out of brinjals are taken for cooking, so brinjals are left.




out of bowls are removed. So bowls are left.




out of balloons are given to Dada, so balloons are left.

* Subtraction (By horizontal arrangement)




5 minus **2** is equal to **3**

 Total kites removed kites kites left



7 - **3** =

 Total aircrafts (minus) less aircrafts (is equal to) aircrafts left



 - =

* Solve.

$$3 - 1 = 2$$

|||/

$$6 - 3 = \square$$


$$7 - 2 = \square$$

$$8 - 5 = \square$$


$$9 - 7 = \square$$

$$5 - 4 = \square$$


* Subtraction (By vertical arrangements)



$$\begin{array}{r} 3 \\ - 2 \\ \hline 1 \end{array}$$



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



$$\begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array}$$



Tell students that the minus sign (-) is used for subtraction. '7 - 3 = 4', is read as 'seven minus three is equal to four'.

* Solve.

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

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

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

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

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

* Solve.

$$5 - 2 = 3 \text{ means } \begin{array}{r} 5 \\ - 2 \\ \hline 3 \end{array}$$

||||/

$$7 - 3 = \square \text{ means } \begin{array}{r} 7 \\ - 3 \\ \hline \square \end{array}$$

$$6 - 4 = \square \text{ means } \begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$$9 - 8 = \square \text{ means } \begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

* Solve.

Aai made 7 *chapatees* and gave 2 *chapatees* to *dada* in his tiffin. How many *chapatees* were left?

Aai made **7** *chapatees*

- Gave to *dada* **2** *chapatees*

Left **5** *chapatees*

$$7 - 2 = 5$$

Amey has 8 papayas, 4 papayas are given to Sameer, how many papayas are left with Amey?

Amey has **8** papayas

- Given to Sameer **4** papayas

Amey is left with **□** papayas

$$8 - 4 = \square$$

There are 9 flowers in a flower pot, 2 are taken out. How many are left in the flower pot?

There are flowers

- Taken away flowers.

Flowers left

$$\boxed{} - \boxed{} = \boxed{}$$

A basket contains 6 *bhakaris*. Sarita ate 1 *bhakari*. How many *bhakaris* are left in the basket?

bhakaris in a basket.

- *bhakari* Sarita ate

bhakaris left in a basket.

$$\boxed{} - \boxed{} = \boxed{}$$



Try to understand



Laddoos in a dish

- Ate Laddoos

Laddoos left in the dish

A dish has 1 *laddoo*. When that was eaten, 0 *laddoos* were left in the dish.

When same number of objects are removed from the given group of objects then 0 objects are left.

* Solve.

$$2 - 2 = \boxed{0}$$

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

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

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

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

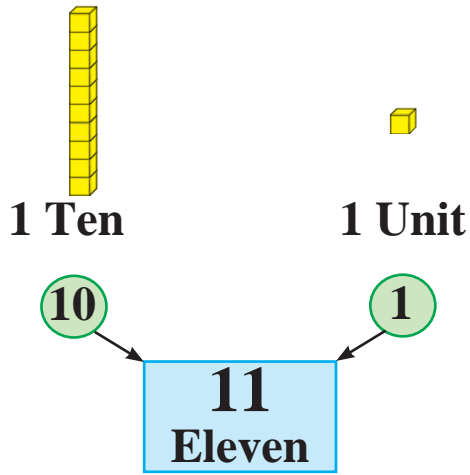
$$\begin{array}{r} 5 \\ - 5 \\ \hline \boxed{} \end{array}$$

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

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

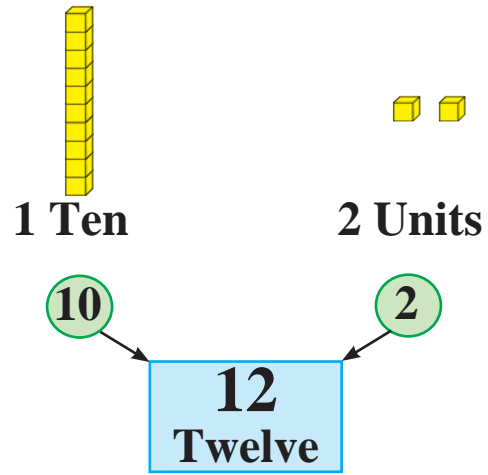


Let the students make groups from available objects. Make them practice to focus till 0 objects are left over when all the objects are removed.



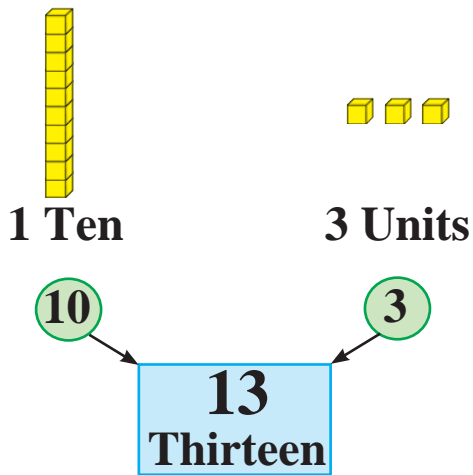
* Read, trace and write.

11	11	11	11	11



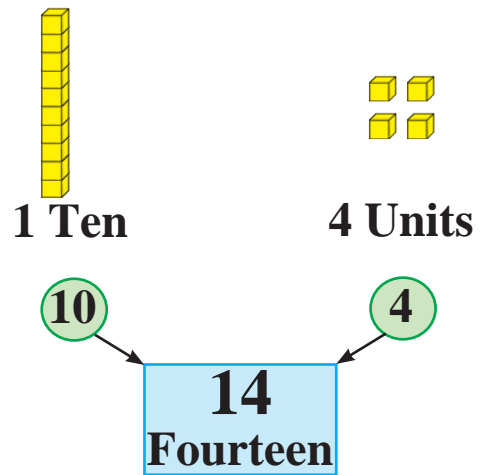
* Read, trace and write.

12	12	12	12	12



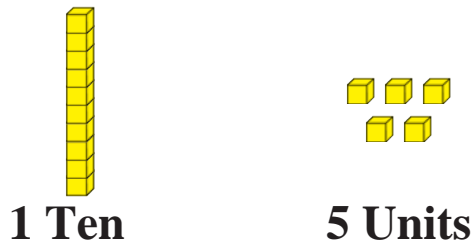
* Read, trace and write.

13	13	13	13	13



* Read, trace and write.

14	14	14	14	14



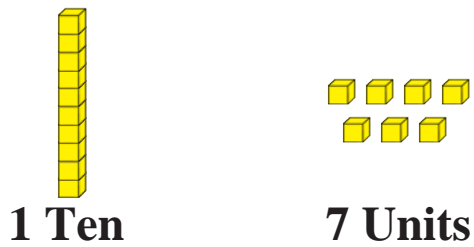
* Read, trace and write.

15	15	15	15	15



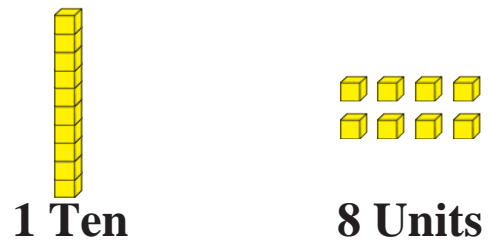
* Read, trace and write.

16	16	16	16	16



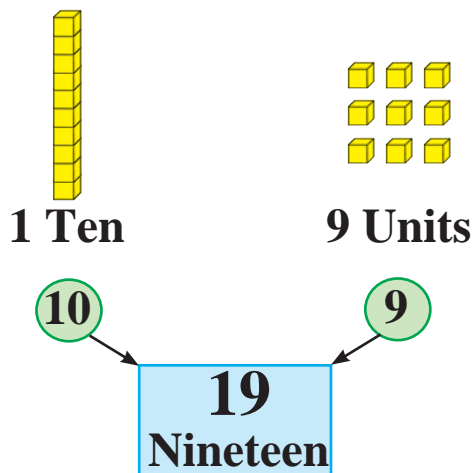
* Read, trace and write.

17	17	17	17	17



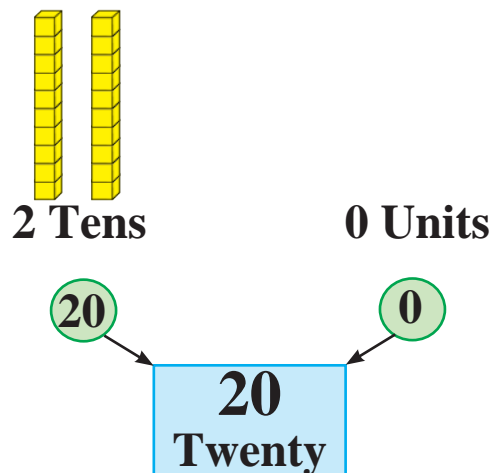
* Read, trace and write.

18	18	18	18	18



* Read, trace and write.

19	19	19	19	19



* Read, trace and write.

20	20	20	20	20

* Write the correct numbers in the empty boxes.

11		13		15		17		19	
			14				18		
	12								20
					16				



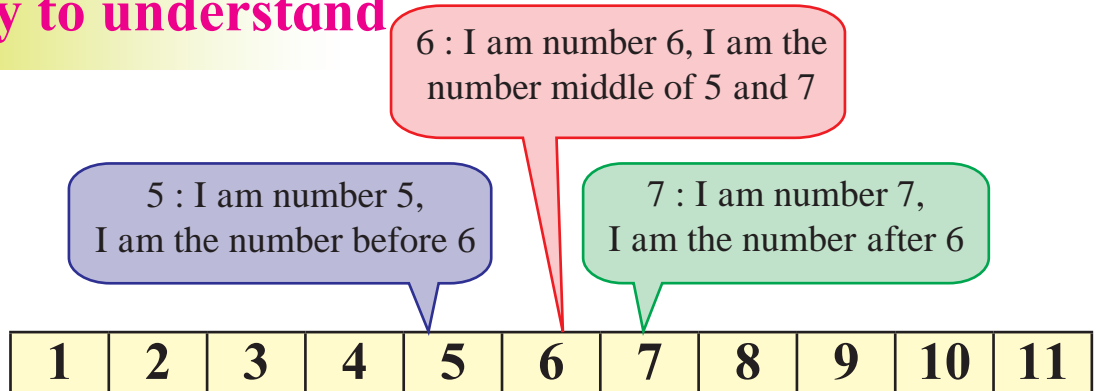
Students should be acquainted with the numbers 11 to 20 and asked to read, trace and write them.

Activity : Prepare number cards for the numbers 1 to 20.

The number after, the number before and the middle number



Try to understand



The number before 4 is 3

The number after 4 is 5

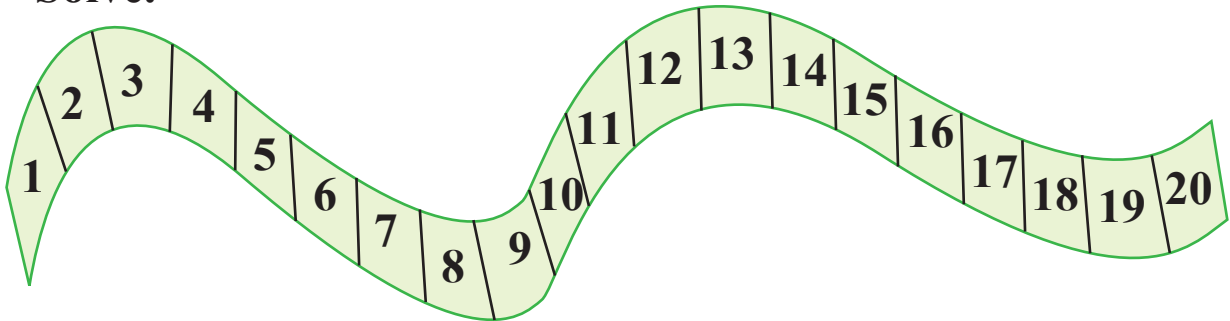
The number middle of 3 and 5 is 4

The number before 10 is 9

The number after 10 is 11

The number middle of 9 and 11 is 10

* Solve.

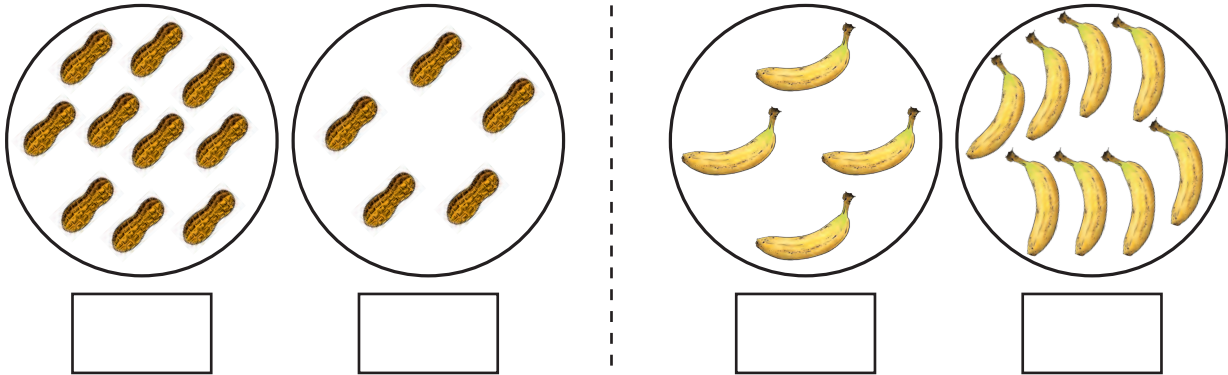


The number after		The number before		Middle number		
1	2	2	3	9	10	11
3			9	7		9
10			11	11		13
15			16	18		20
18			14	17		19
19			20	12		14



Give practice of the number before, the number after and the middle number for 1 to 20.

* Put a tick(✓) in the box below the picture having less objects.

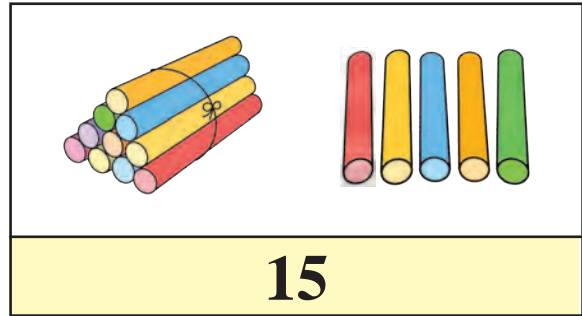
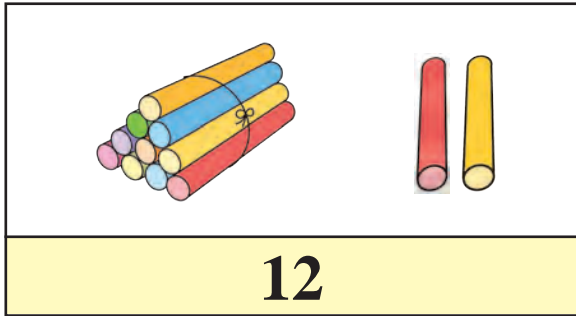


* Count and write the number of pictures. Colour the box using red colour for bigger number and yellow colour for smaller number.

Pictures	Number	Box
	3	<input type="checkbox"/>
	6	<input type="checkbox"/>

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

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



12 chalks are **less** than 15 chalks, so the number 12 is **smaller** than number 15.

15 chalks are **more** than 12 chalks, so the number 15 is **more** than number 12.

* Draw string of 10 beads and loose beads for the given numbers. Write the smaller and bigger number.

Number	String of tens and loose beads	Smaller number	Bigger number
14		14	16
16			
13			
11			
17			
19			
10			
12			
18			
15			

* Write any number smaller than the given number in the box.

11		15		10	
16		8		5	
13		19		17	

* Write any number bigger than the given number in the box.

19		16		9	
6		10		15	
12		14		18	

* Write any two numbers bigger than the given number in the next two boxes.

11			13		
16			15		
12			17		

* Write any two numbers smaller than the given number in the next two boxes.

15			14		
17			19		
20			18		



Discuss with students the smaller and the bigger numbers (upto 20). Give practice with various examples.
Give practice for the concept 'smaller than' and 'bigger than' with more examples.



Try to understand

Teacher : Students, look at these 3 lemons.



Mayuri, you place the smallest first.



Raju, you place the smaller of remaining lemons in front of the first one.



Ayesha, you place the remaining biggest lemon in front of them.



Teacher : Well done! You have arranged the lemons in order from the smallest to the biggest.

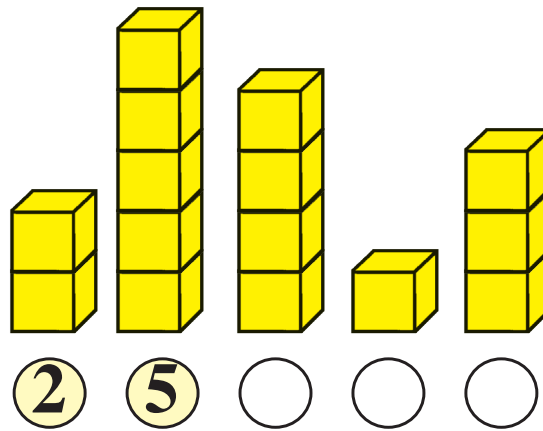
Tick (✓) the one who arranged the balls in the correct order from the biggest to the smallest according to size.		Tick (✓) the one who arranged the balls in the correct order from the smallest to the biggest according to size.	
Sarina	<input type="checkbox"/>	Shyam	<input type="checkbox"/>
Ravi	<input type="checkbox"/>	Manju	<input type="checkbox"/>
Aman	<input type="checkbox"/>	Enjal	<input type="checkbox"/>



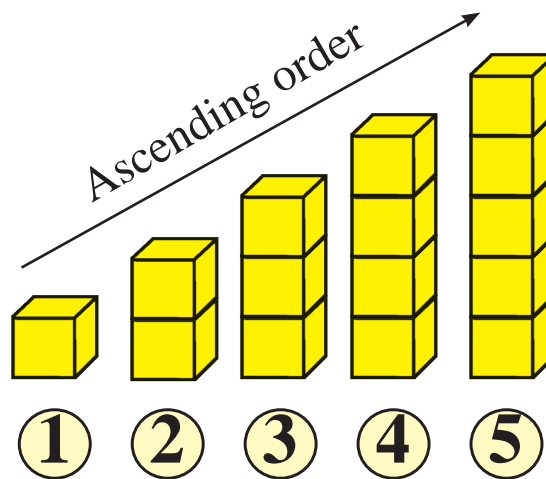
Students should practice arranging objects according to their sizes; from smallest to biggest and also according to their lengths from shortest to longest and vice versa.

• **Ascending order of numbers by counting blocks.**

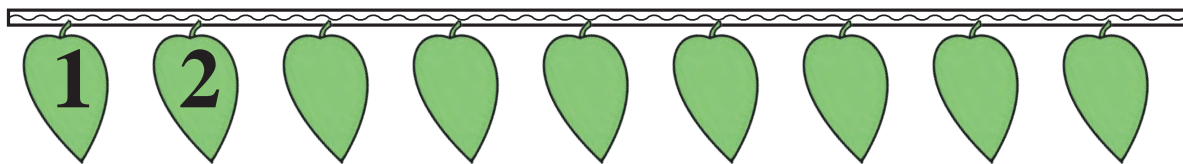
Teacher : Come on! Let's count the blocks and write the number below it.



Teacher : Now, let us place the number of block in the order from smallest to biggest.



* **Write the numbers in the order from smallest to biggest.**



Explain the ascending order of numbers 1 to 9 with the help of blocks

- **Ascending order of numbers**

2, 5, 3

Teacher : Let us write the given numbers in the ascending order. Read these numbers Kunal.

Kunal : Two, five, three

Teacher : Which is the smallest of these numbers? Write that number.

Kunal : Two

2

Teacher : Which is the smaller of the remaining two numbers? Write it after two.

Kunal : Three

2, 3

Teacher : Which is remaining number? Write it after three.

Kunal : Five

2, 3, 5

Teacher : Oh! So 2 is the smallest number and 5 is the biggest number. So ascending order of given numbers is 2, 3, 5.

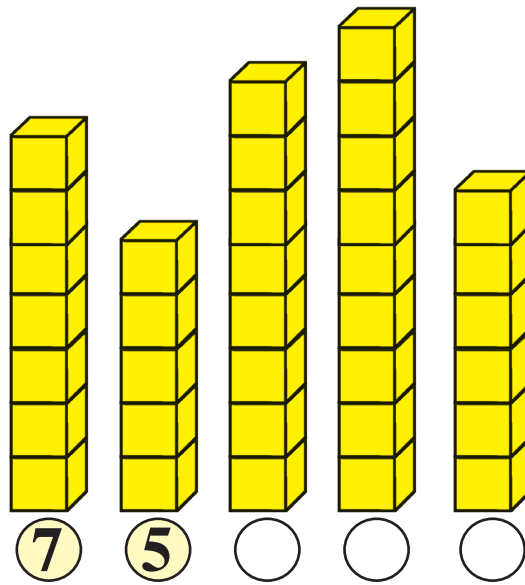
While writing the three given numbers in ascending order, write the smallest number first, then smaller of the two remaining numbers and finally the biggest number.

* **Write the numbers in the ascending order.**

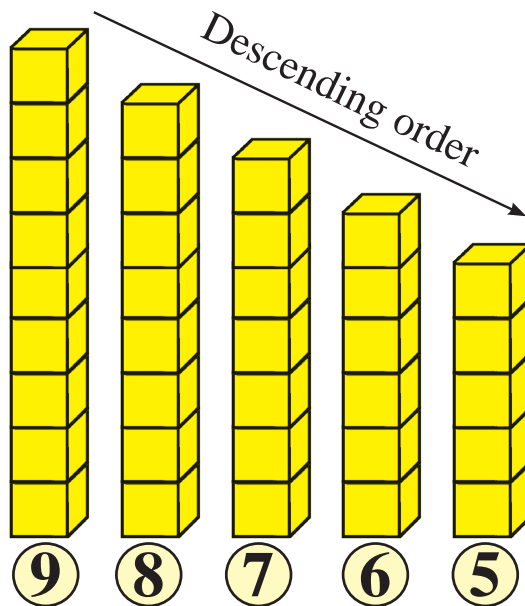
Numbers	Ascending order
2, 1, 4	1, 2, 4
3, 5, 1	
4, 9, 2	
6, 8, 7	

• **Dscending order of numbers by counting blocks.**

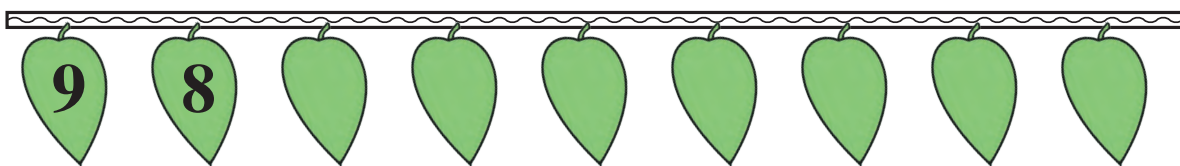
Teacher : Come on! Let's count the blocks and write the number below.



Teacher : Now, let us place the blocks in order from biggest to smallest.



* **Write the numbers in order from biggest to smallest.**



Using blocks explain the descending order for numbers 1 to 9.

- **Descending order of numbers**

2, 5, 3

Teacher : Let us write the given numbers in the descending order. Will you read the numbers Megha.

Megha : Two, five, three

Teacher : Which is the biggest of these three numbers? Write it.

Megha : Five

5

Teacher : Which is the bigger of the remaining two after five? Write it after five.

Megha : Three

5, 3

Teacher : Which is the remaining number? Write it after three.

Megha : Two

5, 3, 2

Teacher : For the given numbers 2, 5 and 3, the biggest number is 5 and the smallest number is 2.

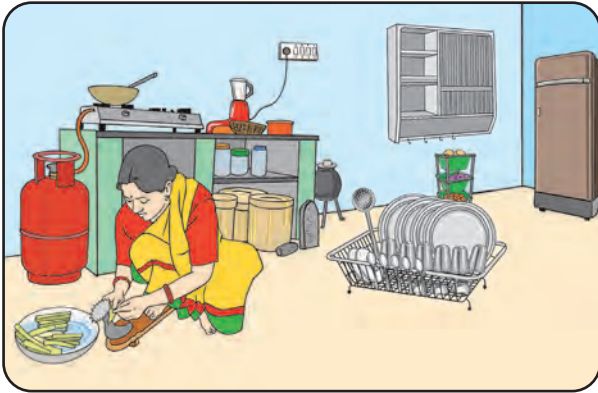
So the descending order is 5, 3, 2.

While writing the descending order for three given numbers, write the biggest number first then bigger of the two remaining numbers and finally the smallest number.

*** Write the numbers in descending order.**

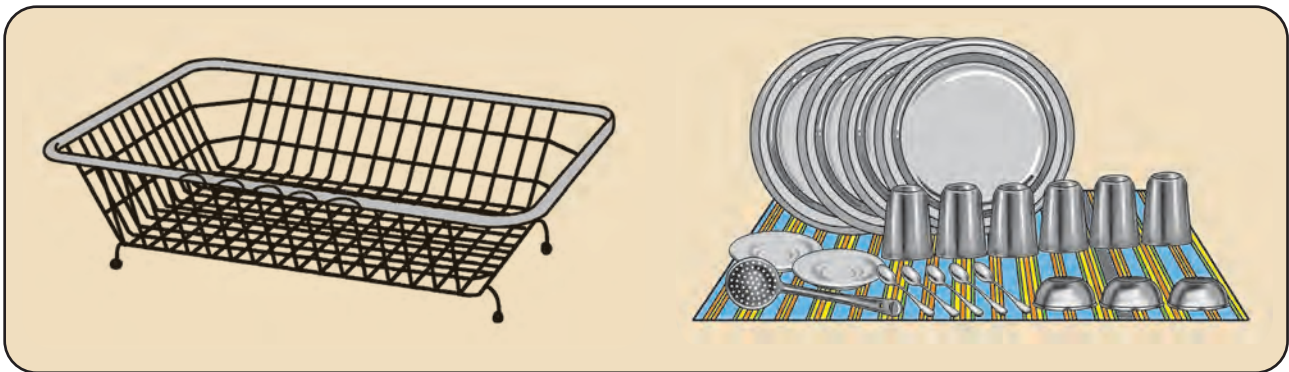
Numbers	Descending order
8, 1, 5	8, 5, 1
9, 3, 6	
4, 2, 7	
1, 6, 3	

Help the Mother



Baba : Sameer, come here! Let us help your mother to place the utensils.

Sameer : Yes, here I am!
(Sameer took away all the utensils from the basket. He arranged all spoons, glasses, bowls, plates separately on the mat.)



Baba : Sameer, bring here all the utensils.

Sameer : Yes baba, take these 5 spoons and 3 bowls.

Baba : Now give me plates, glasses and dishes.

Sameer : Yes baba! These are 4 plates, 6 glasses and 2 dishes. Oh! I have missed to keep this big spoon!

Baba : Give it, are you done with all the utensils?

Sameer : Yes baba!

Baba : Well done! Mother is done with her work quickly because of your help.



Students should be taught the concept of handling data through communication.

* Count and write the number of utensils placed on the mat.

Utensils on the mat	Number of utensils
	
	
	
	
	
	

Activity : Help your parents to fold the clothes and arrange them neatly.

* Observe the picture.



* Complete the following table by observing this picture.

Colour Objects	Blue	Yellow	Red
Umbrellas	7		
Raincoats			

* Tick (✓) the correct answer using the table.

→ What colour umbrellas are more? Blue / Yellow / Red

→ What colour raincoats are less? Blue / Yellow / Red

* Count forward and add the beads in the string.

$4 + 3 = \square$

$3 + 3 = \square$

$6 + 2 = \square$

$5 + 4 = \square$

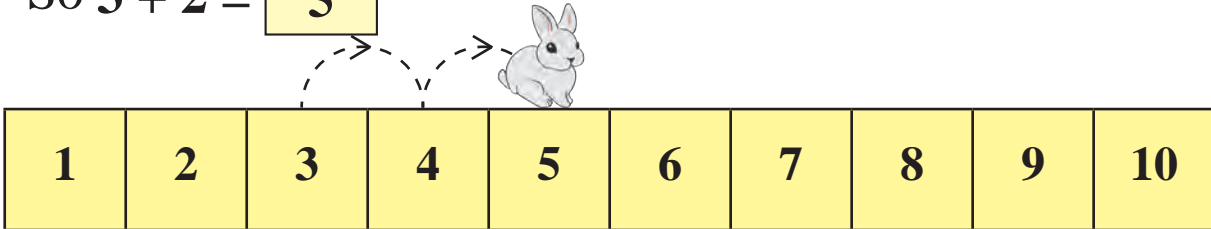


Take practice of addition by counting forward beads in a string.

• **Addition (using number strip)**

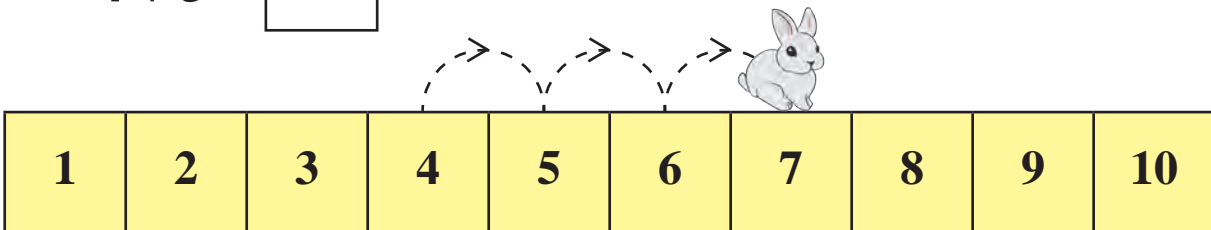
The rabbit leaped **2** steps forward from **3** on the number strip and reached at **5**.

So $3 + 2 = \boxed{5}$



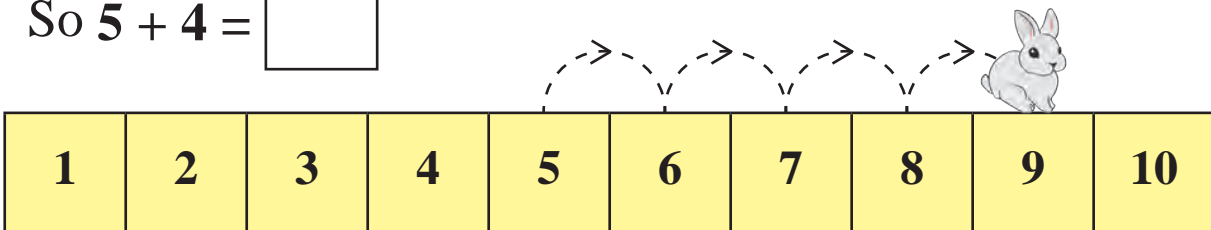
* The rabbit leaped **3** steps forward from **4** on the number strip and reached at .

So $4 + 3 = \boxed{}$



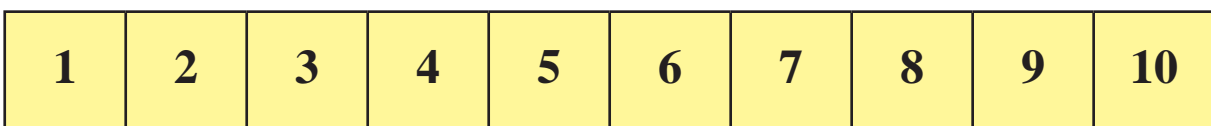
* The rabbit leaped **4** steps forward from **5** on the number strip and reached at .

So $5 + 4 = \boxed{}$

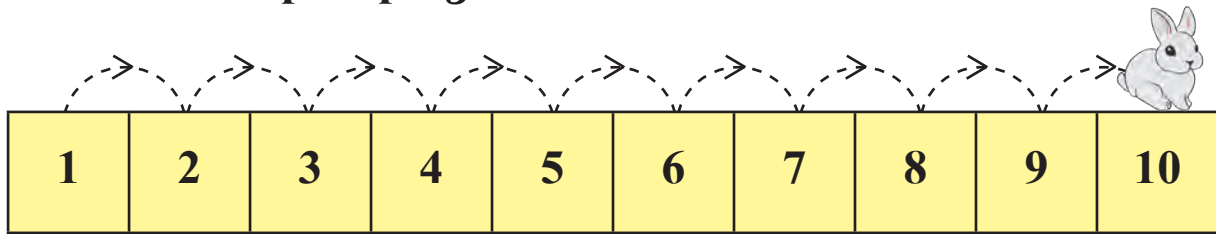


* The rabbit leaps **6** steps forward on the number strip from **1**, then he will reach .

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

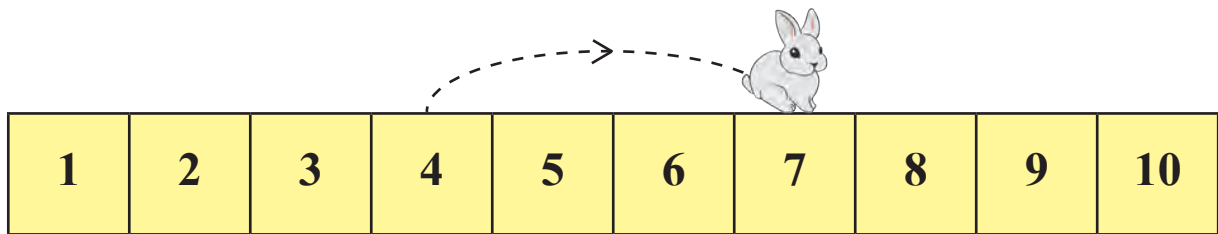


- * Look at the number strip. The rabbit reached at 10 on the number strip leaping from 1.



Try to understand

On the number strip the rabbit jumped 3 steps from number 4 and reached at 7. So $4 + 3 =$



- * Add using number strip.

$$5 + 3 = \text{[]} \quad \begin{array}{|c|c|c|c|c|c|c|c|c|c|} \hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\ \hline \end{array}$$

$$4 + 2 = \text{[]} \quad \begin{array}{|c|c|c|c|c|c|c|c|c|c|} \hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\ \hline \end{array}$$

$$6 + 1 = \text{[]} \quad \begin{array}{|c|c|c|c|c|c|c|c|c|c|} \hline 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\ \hline \end{array}$$



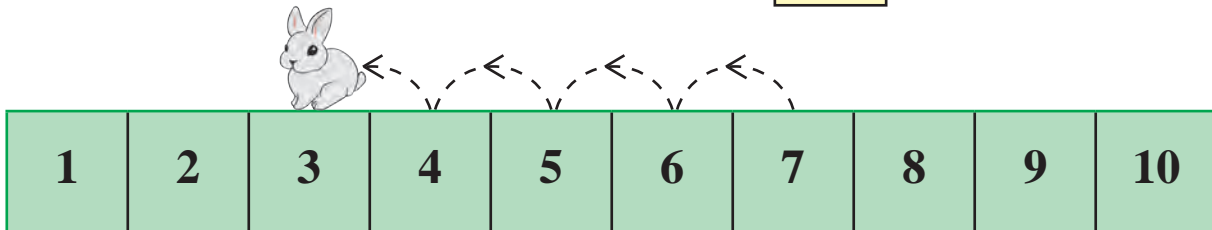
Encourage the students to practise addition (using number strip) with different examples.

18

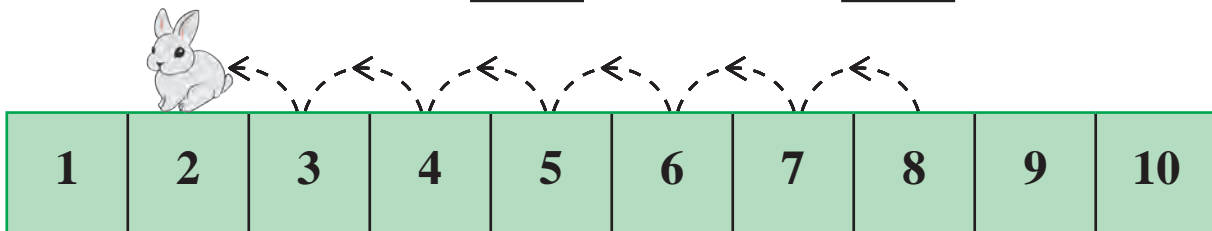
Subtraction (By counting backward)

- Subtraction (using number strip)

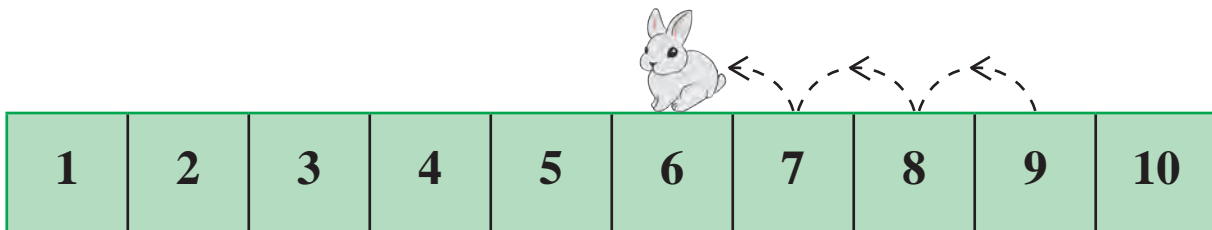
- * The rabbit leaped 4 steps backward from 7 on the number strip and reached at 3. So $7 - 4 = 3$



- * The rabbit leaped 6 steps backward from 8 on the number strip and reached at ; so $8 - 6 = \text{$



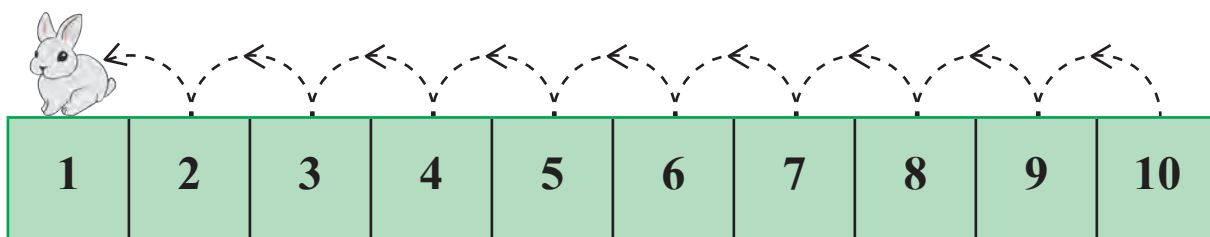
- * The rabbit leaped 3 steps backward from 9 on the number strip and reached at ; so $9 - 3 = \text{$



- * The rabbit leaped 1 step backward from 8 on the number strip and reached at ; so - =

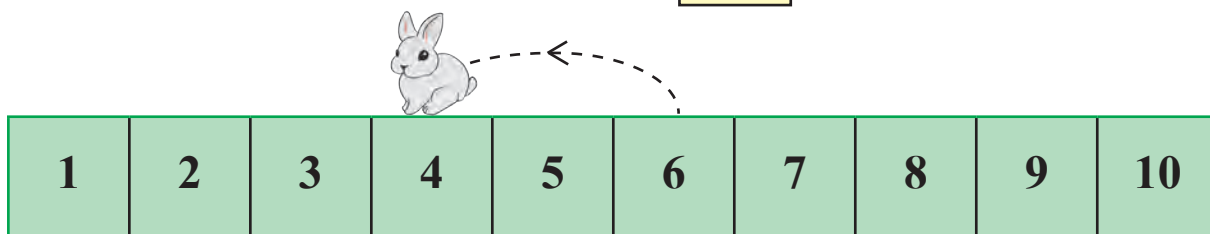


- * Look at the number strip. Rabbit has reached at 1 by leaping backward from 10.



Try to understand

The rabbit reached at 4 by leaping 2 numbers backward from 6 on the number strip. So $6 - 2 = 4$



- * Subtract using number strip.

$$4 - 1 = \square$$

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$$5 - 3 = \square$$

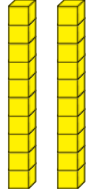

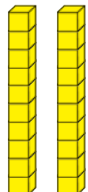

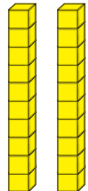

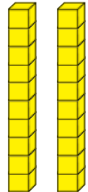

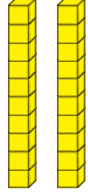

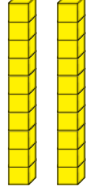

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

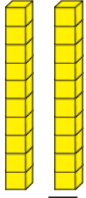

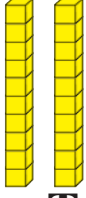

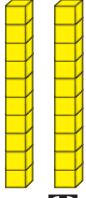

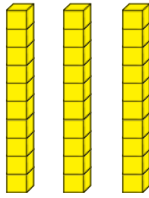
$$8 - 2 = \square$$

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



Encourage the students to practise subtraction (using number strip) with various examples.

 Two Tens	 One unit	21 Twenty one
 Two Tens	 Two units	22 Twenty two
 Two Tens	 Three units	23 Twenty three
 Two Tens	 Four units	24 Twenty four
 Two Tens	 Five units	25 Twenty five
 Two Tens	 Six units	26 Twenty six

 Two Tens	 Seven units	27 Twenty seven
 Two Tens	 Eight units	28 Twenty eight
 Two Tens	 Nine units	29 Twenty nine
 Three Tens	Zero units	30 Thirty

* Write the numbers serially after the given number.

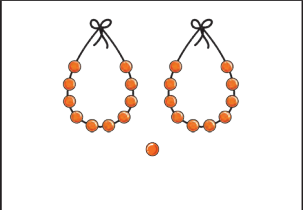
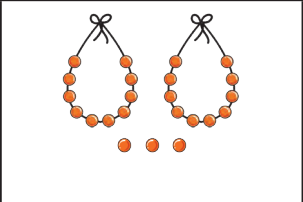
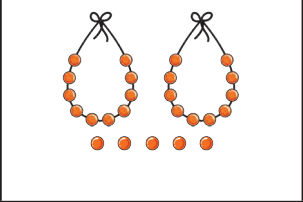
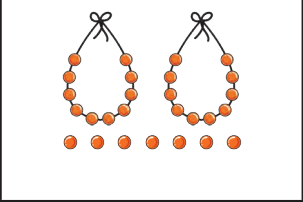
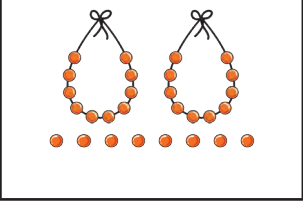
21				
----	--	--	--	--

24				
----	--	--	--	--

26				
----	--	--	--	--

23				
----	--	--	--	--

* Match the following.

	•	23
	•	21
	•	27
	•	28
	•	25

* Write the serial number after the given number.

21	22	24		26		29	
----	----	----	--	----	--	----	--

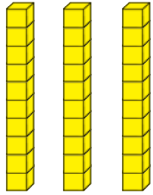

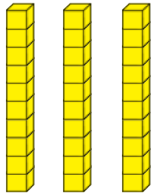

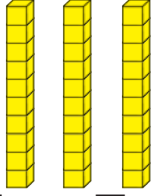

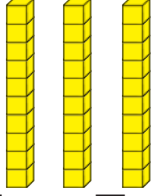

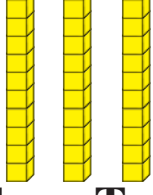

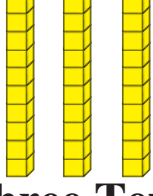

* Write the serial number before the given number.

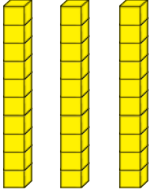

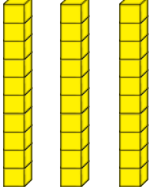

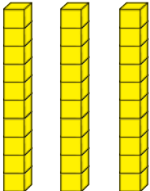

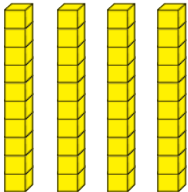
26	27		23		29		25
----	----	--	----	--	----	--	----

* Write the serial number after and before.

	23			26			29	
--	----	--	--	----	--	--	----	--

Introducing 31 to 40

 Three Tens	 One unit	31 Thirty one
 Three Tens	 Two units	32 Thirty two
 Three Tens	 Three units	33 Thirty three
 Three Tens	 Four units	34 Thirty four
 Three Tens	 Five units	35 Thirty five
 Three Tens	 Six units	36 Thirty six

 Three Tens	 Seven units	37 Thirty seven
 Three Tens	 Eight units	38 Thirty eight
 Three Tens	 Nine units	39 Thirty nine
 Four Tens	Zero units	40 Forty

* Fill in the boxes by writing numbers serially.

31					36				40
----	--	--	--	--	----	--	--	--	----

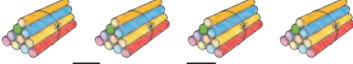

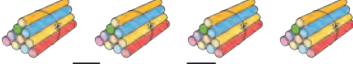

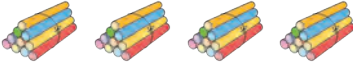

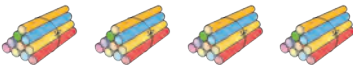
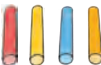
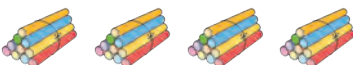


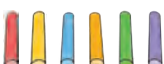


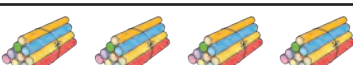
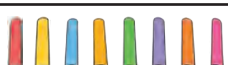



* Write the serial number after the given number.

31	32	34		38		30	
----	----	----	--	----	--	----	--

* Write the serial number before the given number.

31	32		37		35		40
----	----	--	----	--	----	--	----

Introducing 41 to 50

 Four Tens	 One unit	41 Forty one
 Four Tens	 Two units	42 Forty two
 Four Tens	 Three units	43 Forty three
 Four Tens	 Four units	44 Forty four
 Four Tens	 Five units	45 Forty five
 Four Tens	 Six units	46 Forty six
 Four Tens	 Seven units	47 Forty seven
 Four Tens	 Eight units	48 Forty eight
 Four Tens	 Nine units	49 Forty nine
 Five Tens	Zero units	50 Fifty

* Write the serial number after.

46	
-----------	--



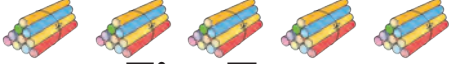






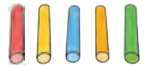



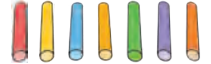

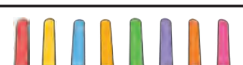


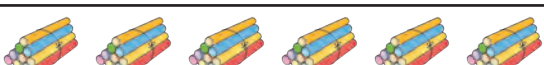
49	
-----------	--

* Write the serial number before.

	44
--	-----------

	48
--	-----------

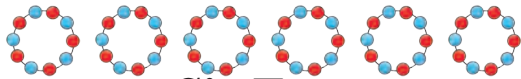

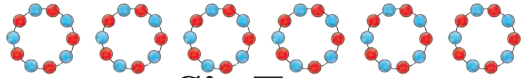

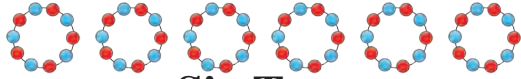

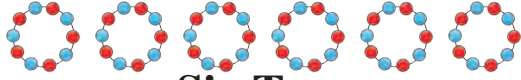

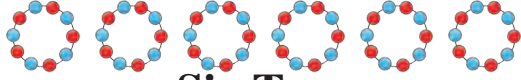

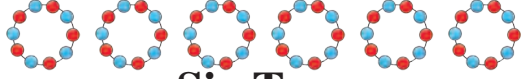

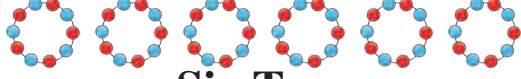

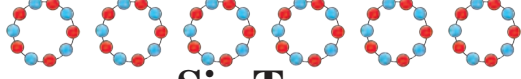

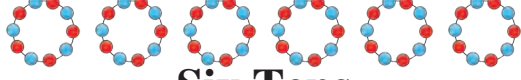

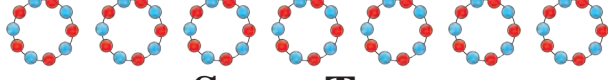
Introducing 51 to 60

 Five Tens	 One unit	51 Fifty one
 Five Tens	 Two units	52 Fifty two
 Five Tens	 Three units	53 Fifty three
 Five Tens	 Four units	54 Fifty four
 Five Tens	 Five units	55 Fifty five
 Five Tens	 Six units	56 Fifty six
 Five Tens	 Seven units	57 Fifty seven
 Five Tens	 Eight units	58 Fifty eight
 Five Tens	 Nine units	59 Fifty nine
 Six Tens	Zero units	60 Sixty

* Fill in the boxes by writing the numbers serially.

51		53				57		59	
-----------	--	-----------	--	--	--	-----------	--	-----------	--







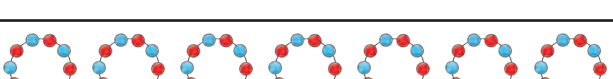

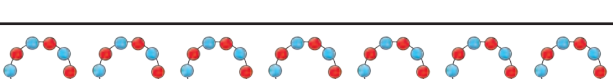

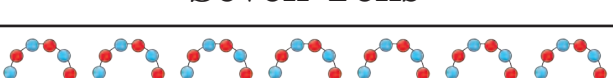

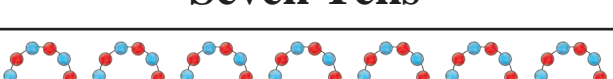






Introducing 61 to 70

 Six Tens	 One units	61 Sixty one
 Six Tens	 Two units	62 Sixty two
 Six Tens	 Three units	63 Sixty three
 Six Tens	 Four units	64 Sixty four
 Six Tens	 Five units	65 Sixty five
 Six Tens	 Six units	66 Sixty six
 Six Tens	 Seven units	67 Sixty seven
 Six Tens	 Eight units	68 Sixty eight
 Six Tens	 Nine units	69 Sixty nine
 Seven Tens	Zero units	70 Seventy

* Fill in the boxes by writing the numbers serially.

61			64			67			
-----------	--	--	-----------	--	--	-----------	--	--	--

Introducing 71 to 80

 Seven Tens	 One unit	71 Seventy one
 Seven Tens	 Two units	72 Seventy two
 Seven Tens	 Three units	73 Seventy three
 Seven Tens	 Four units	74 Seventy four
 Seven Tens	 Five units	75 Seventy five
 Seven Tens	 Six units	76 Seventy six
 Seven Tens	 Seven units	77 Seventy seven
 Seven Tens	 Eight units	78 Seventy eight
 Seven Tens	 Nine units	79 Seventy nine
 Eight Tens	Zero units	80 Eighty

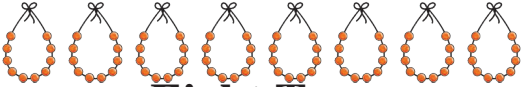

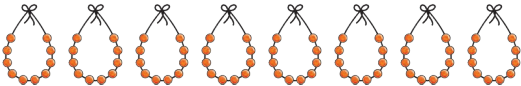

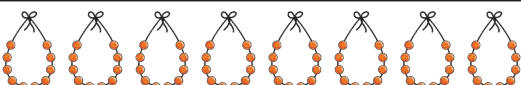

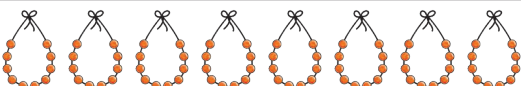

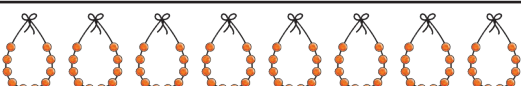

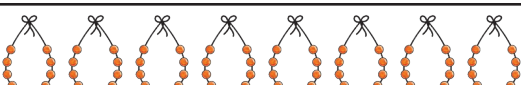

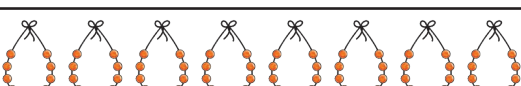

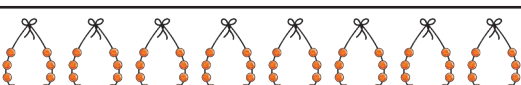

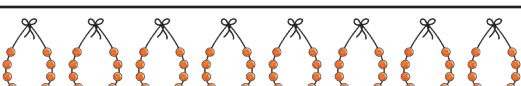

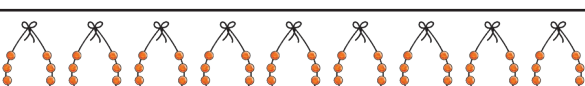
* Write the number after.

74		76	
----	--	----	--

* Write the middle number.

71		73	76		78
----	--	----	----	--	----

Introducing 81 to 90











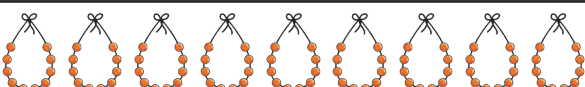

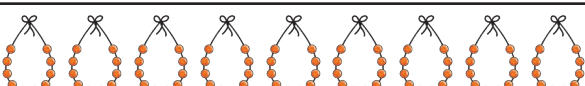

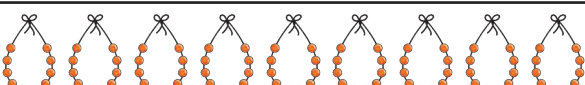

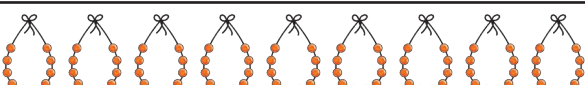

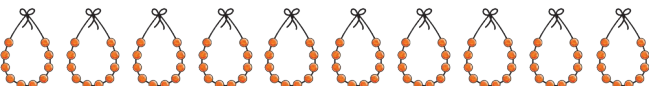
 Eight Tens	 One units	81 Eighty one
 Eight Tens	 Two units	82 Eighty two
 Eight Tens	 Three units	83 Eighty three
 Eight Tens	 Four units	84 Eighty four
 Eight Tens	 Five units	85 Eighty five
 Eight Tens	 Six units	86 Eighty six
 Eight Tens	 Seven units	87 Eighty seven
 Eight Tens	 Eight units	88 Eighty eight
 Eight Tens	 Nine units	89 Eighty nine
 Nine Tens	Zero units	90 Ninety

* Write the appropriate number in the box.

The number before **84**

The number after **88**

Introducing 91 to 99

 Nine Tens	 One unit	91 Ninety one
 Nine Tens	 Two units	92 Ninety two
 Nine Tens	 Three units	93 Ninety three
 Nine Tens	 Four units	94 Ninety four
 Nine Tens	 Five units	95 Ninety five
 Nine Tens	 Six units	96 Ninety six
 Nine Tens	 Seven units	97 Ninety seven
 Nine Tens	 Eight units	98 Ninety eight
 Nine Tens	 Nine units	99 Ninety nine
Introducing 100		
 Ten Tens	Zero units	100 Hundred











* Write the appropriate numbers in the boxes.

				95					100
--	--	--	--	-----------	--	--	--	--	------------



Think it over

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1	2		4	5	6	7	8	9	10
	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26		28	29	30
31	32	33	34		36	37	38	39	40
41		43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58		60
61	62	63		65	66	67	68	69	70
71	72	73	74	75		77	78	79	80
81	82	83	84	85	86	87		89	90
91	92	93	94	95	96	97	98	99	

* Pictures in the above table and a box under each of them is given. Think of the number which will be in place of the picture and write it in the box.



In the sky there's **One** sun
It shines on everyone



Two eyes to you and me
Beautiful world, all we see

Three blades of the brand new fan
Cool air to every man



Cow kapila with legs **Four**
Creamy milk to every door

Five fingers make fist together
United we stand forever



Six legs of the butterfly
Lets play with it, don't be shy

Rainbow has colours **Seven**
Decorates the sky like heaven



Eight spokes to umbrella all set
No fear of getting wet

Nine friends in a kho-kho team
Very happy they all seem



Ten toes on two feet
Walking forward all need



Encourage the students to practise writing number names from one to ten.

- Number and number names.

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

- * Find the number names from one to ten.

F	T	H	R	E	E
U	E	F	S	I	X
O	I	O	E	F	R
N	G	U	N	I	T
E	H	R	I	V	W
R	T	F	N	E	O
T	E	N	E	R	X
H	S	E	V	E	N

- * Read the number and write its number name.

5 Five

1 _____

4 _____

8 _____

6 _____

10 _____

2 _____

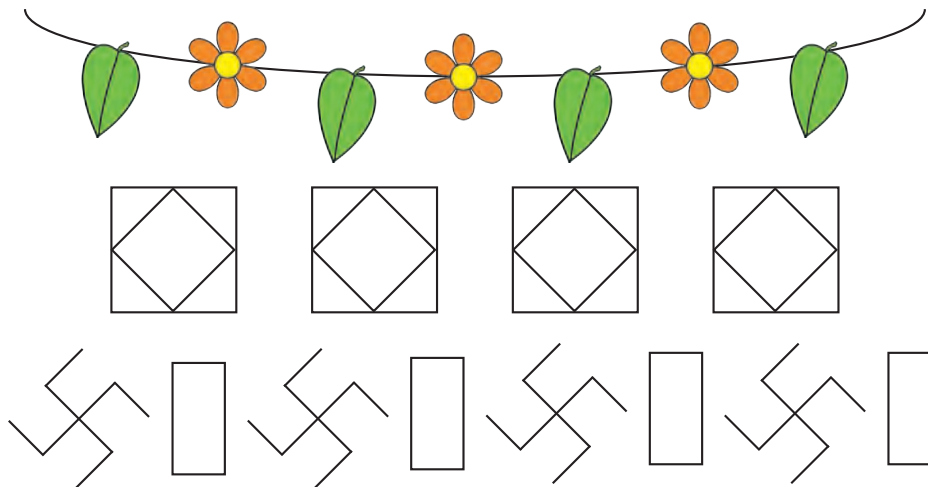
9 _____

3 _____

7 _____

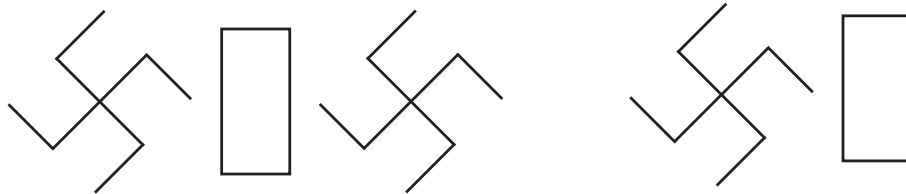
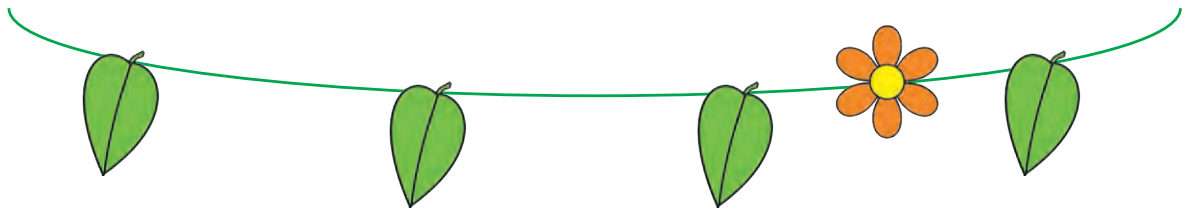


On the day of 'Bailpola', Anaya observed the decoration in the surroundings. She drew in her notebook some patterns from 'Toran' and 'Zuli' of the bull. Observe it carefully.

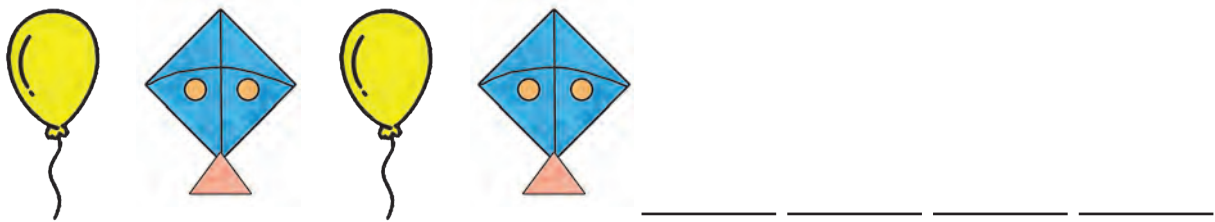


Ask students to observe the picture and find elements that appear repeatedly and in a specific order. Explain that pattern is a series of elements that occur in a specific order.

* Complete the pattern by observing the decoration.



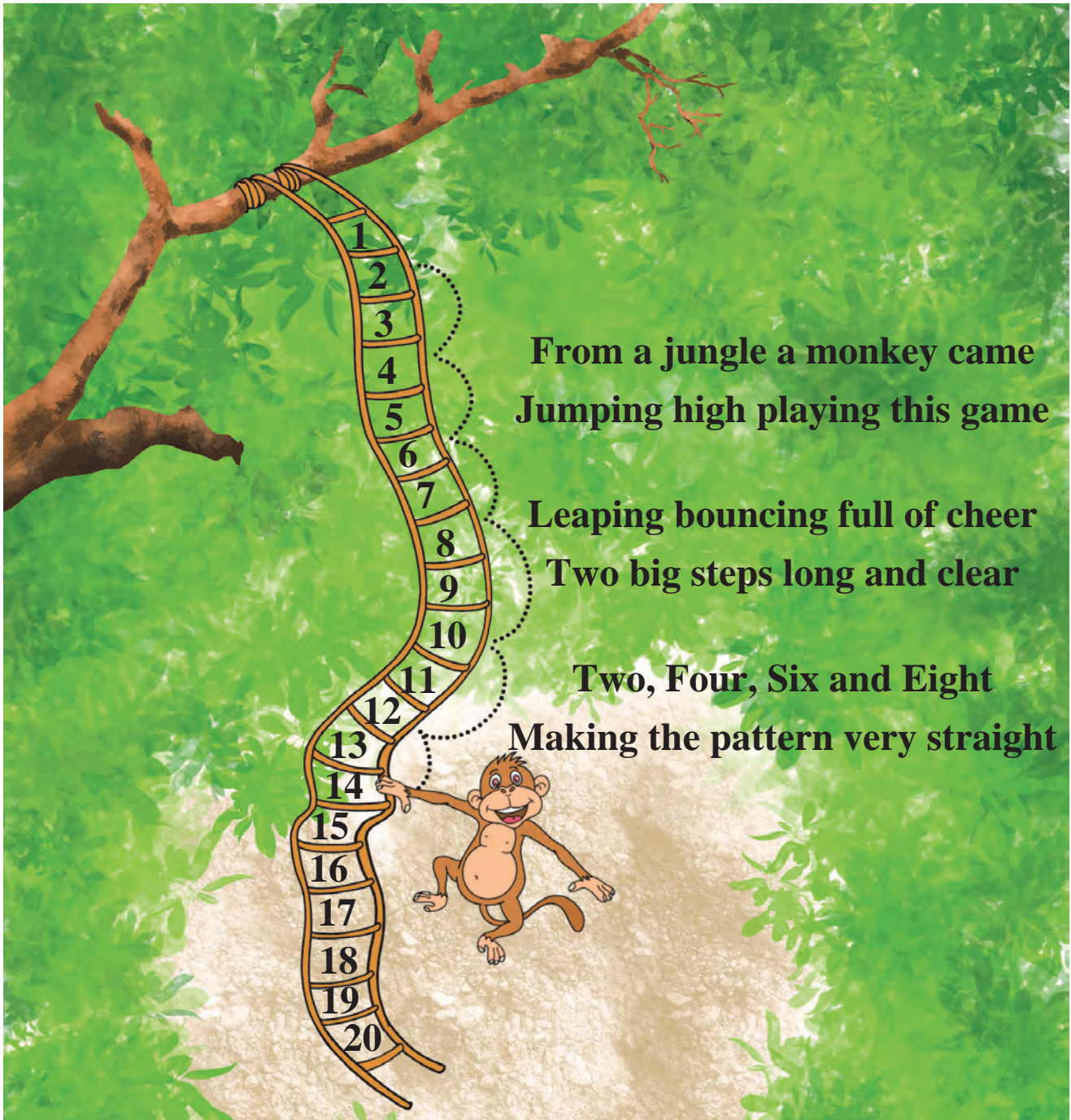
* Extend the pattern.



Encourage the students to create different patterns and collages using various objects like groundnuts, beads, marbles, shells, pencils, pens, lids, bangles, conch-shells, etc.

Activity : Create sound patterns for actions such as clapping, snapping fingers, stamping. Also create movement patterns such as raising hands, moving hands forward etc.

Jumps in steps



From a jungle a monkey came
Jumping high playing this game

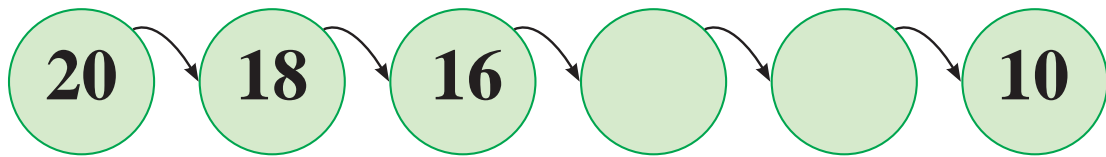
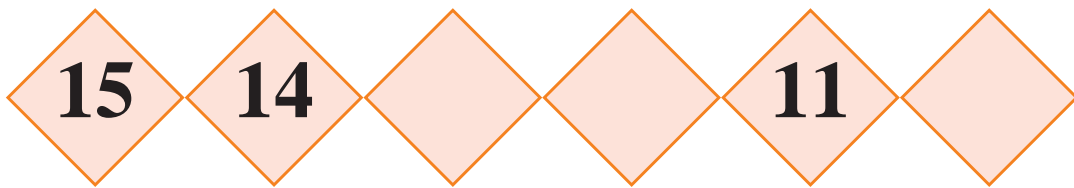
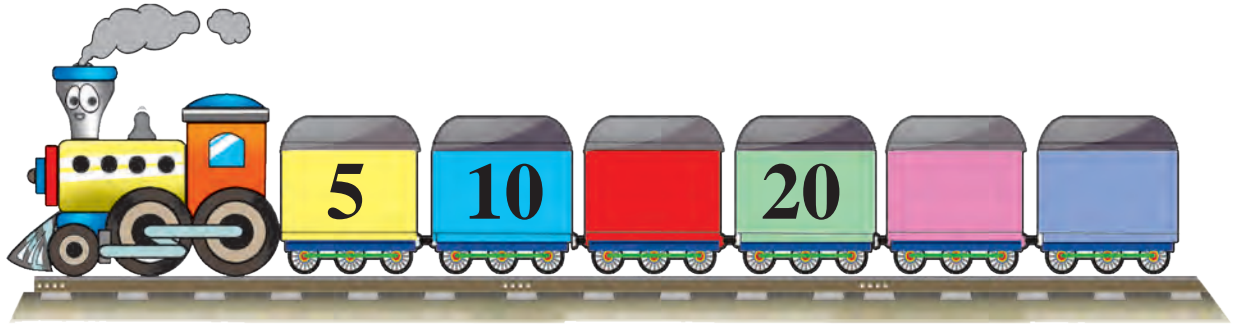
Leaping bouncing full of cheer
Two big steps long and clear

Two, Four, Six and Eight
Making the pattern very straight

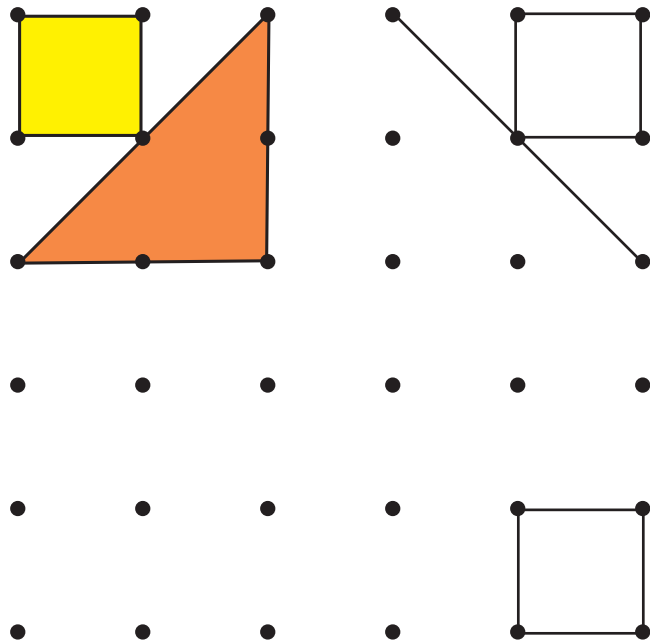
- * Fill in the following boxes by writing steps of two in the serial order.

2	4						
---	---	--	--	--	--	--	--

* Complete the number patterns.



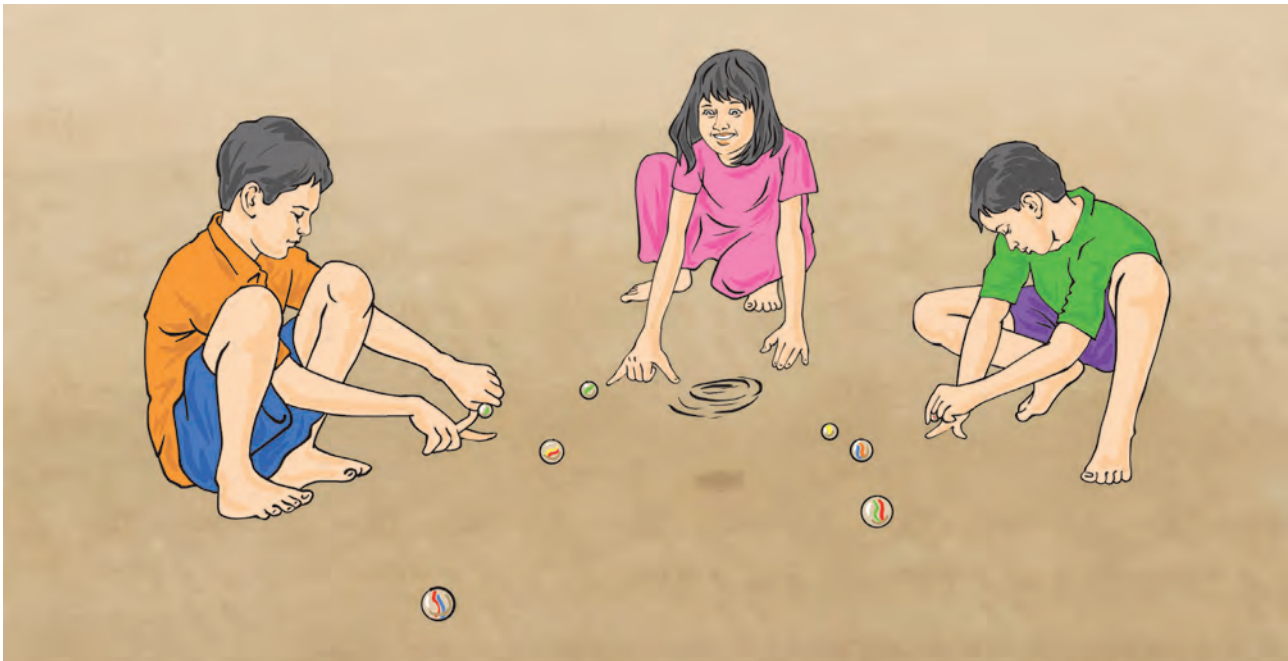
* Complete the *Rangoli* by connecting the dots and colour it.



Boost the creativity of the students by asking them to draw a *rangoli* of dots.

- Length

Rohit, Namita and Sanjay are playing marbles. Namita measured the distance of marble from the ditch using her handspan.



* Use handspan to measure the distance and write the number.

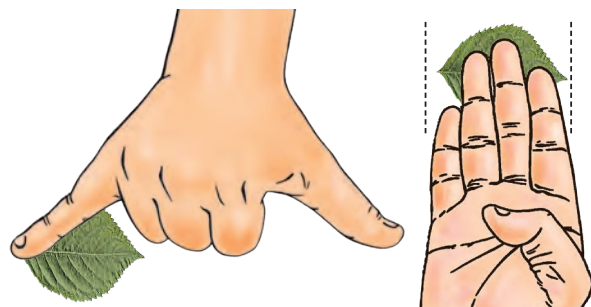
→ Length of my book is handspans.

→ Length of my hand is handspans.

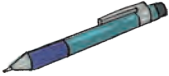







→ Length of table is handspans.

→ Length of the blackboard in the classroom is handspans.

Meena tried to measure length of leaf by her handspan. She found that it is more convenient to use the fingers than handspan to measure the leaf.



- * Look at the pictures. Decide whether handspan or fingers are more convenient to measure and draw a circle 'O' around it.

We can measure the length using handspan and footsteps as well.

- * Count with footsteps and write.

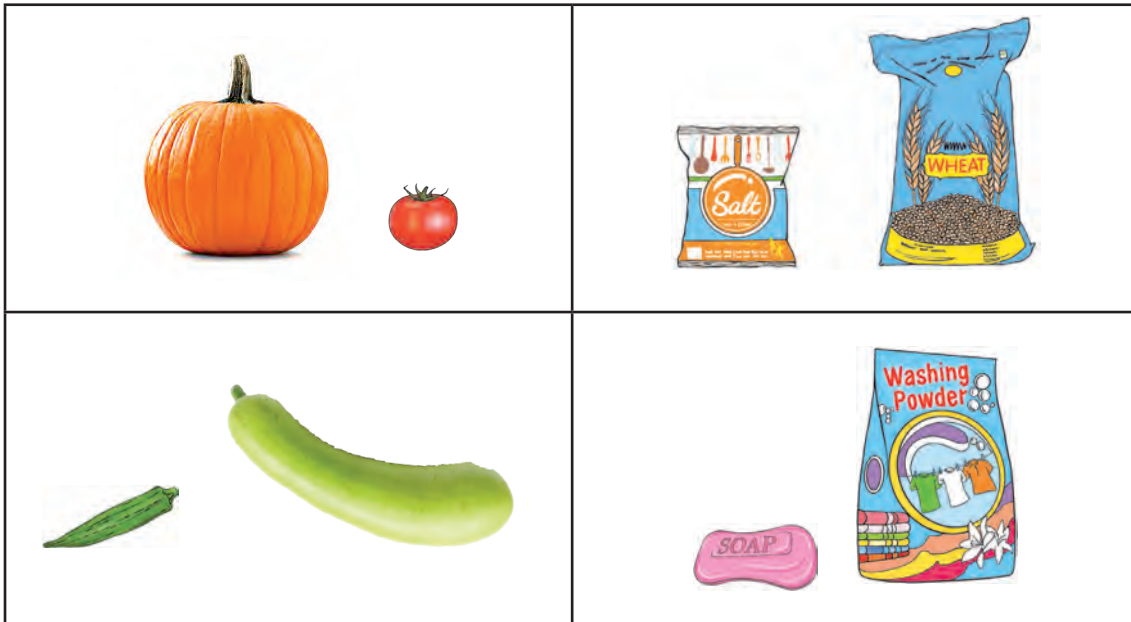
Length/Distance	My estimation (steps)	Actual steps
Length of a wall of your classroom.		
Distance between the door and a wall of blackboard.		
Distance between door and staircase.		
Distance between opposite walls of your classroom.		



● **Heavy-Light**

Atul helped his mother to place the things, she brought from the market. He picked and placed following items in the house.

* Circle '○' the heavier objects.



* Circle '○' the lighter objects.



Make students available different objects and encourage them to identify heavier and lighter ones.





● Capacity

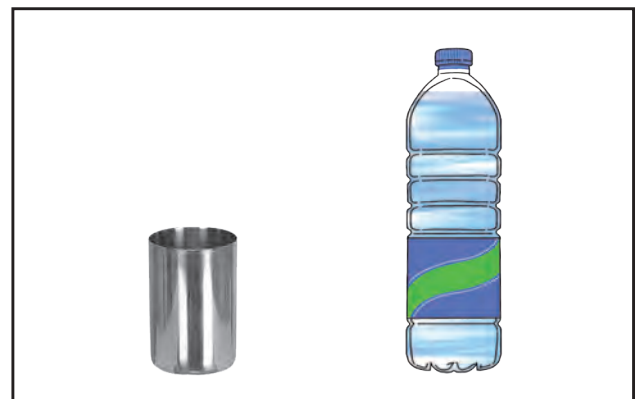
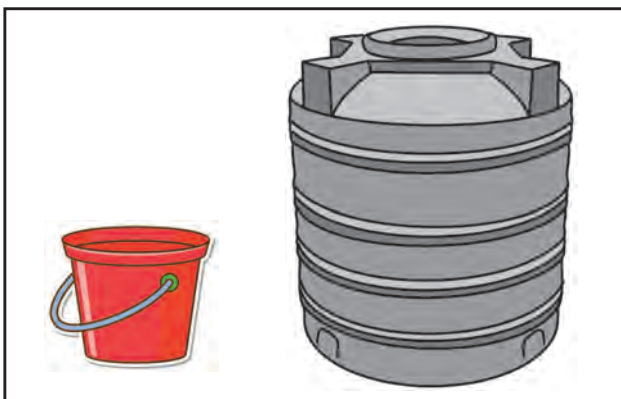
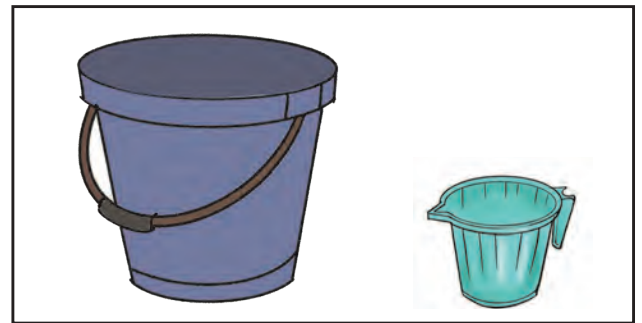
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Try it.

Take a small bucket.

- * The number of glasses () of water needed to fill the bucket completely.
- * The same was filled completely with vessels () of water.
- * Do the activity with the help of teacher and answer the following questions.
 - How many bowls () of water will completely fill your water bottle?
 bowls
 - How many same bowls () of water will completely fill your friend's water bottle? bowls
 - Which bottle held more bowls of water? Mine Friends
- * Circle 'O' the container which will hold more water .



- Sequence of actions



Anay: Aai, how to make a *Bhakari*?

Aai : The flour has to be kneaded.



Anay: Aai, what to do **after** kneading the flour?

Aai : **After** kneading we have to pat the *Bhakari*.



Anay: What to do **after** patting *Bhakari*?

Aai : **After** patting it has to be baked.

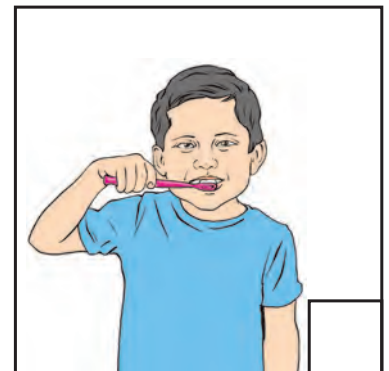
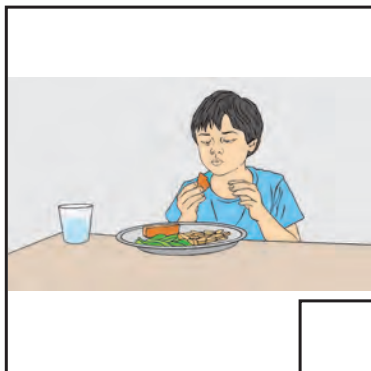
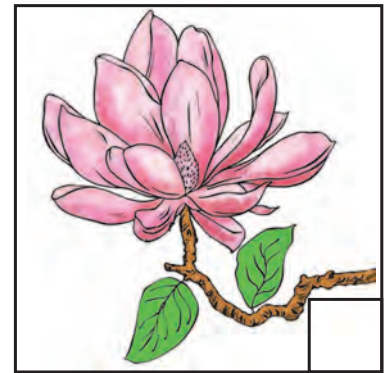
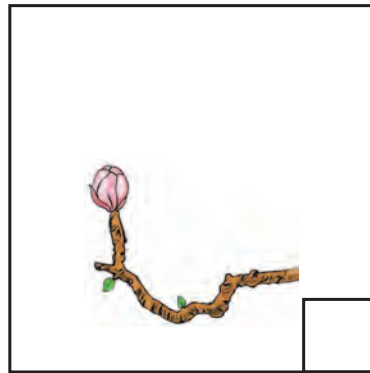
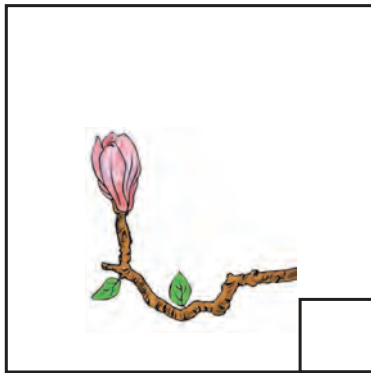
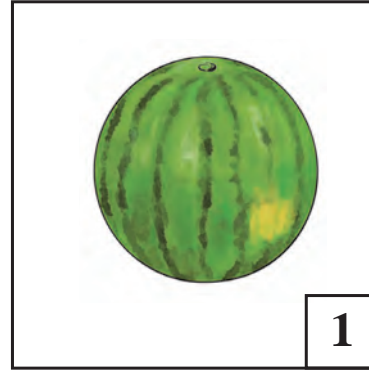
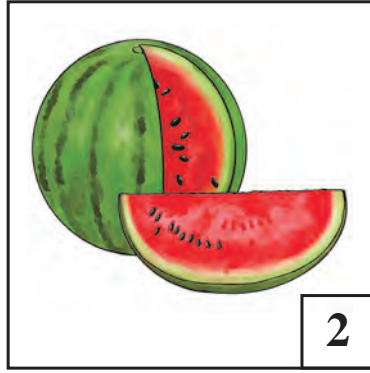
Anay: Wash the hands **before** eating *Bhakari*. Is it correct?

Aai : Yes, correct! After that only we should eat *Bhakari*.



Discussion should be conducted as a dialogue with the students. In the context of Before-After. Give enough practice with various examples.

* Show the sequence of actions using numbers 1, 2, 3,



Encourage the students to order the actions in examples of different events in the context of before-after.

● My Daily Routine



I am Priya.
Today I am going to tell you
my daily routine.

I wake up early in
the morning.



Brush my teeth after waking up.

After brushing my
teeth, I do Yoga.



I have my breakfast after
taking bath.

I prepare myself for
school.



I go to school and study.

I have my lunch
during the break
with my friends.





I go home after school.

In the evening,
I play with my
younger brother.



After playing, I complete my
homework given in the school.

I have dinner with my
parents, grandparents and
my younger brother.



After dinner, I chat with my parents,
grandparents and brother.

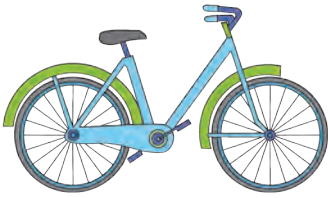
I go to bed early at night.




Discuss with students about their daily routine.

● **Less time - More time**

* Tick ✓ the box below the vehical by which Raju will reach the school in less time.



* Tick ✓ the box below the pot which will take the most time to fill with the same vessel () completely.



* Tick ✓ the box below the bucket that will take the least time to fill completely with the same tap.



Discuss with students Less time-More time. Take practice using different situations.

• **Days of a week**

What day is today?

What day?

Today is Monday

The yellow fields are full of day

Today is Tuesday

Elephants wave their trunks gray

Today is Wednesday

How loud the donkeys bray?

Today is Thursday

On the trees, the monkeys play

Today is Friday

Orange sunset on the bay

Today is Saturday

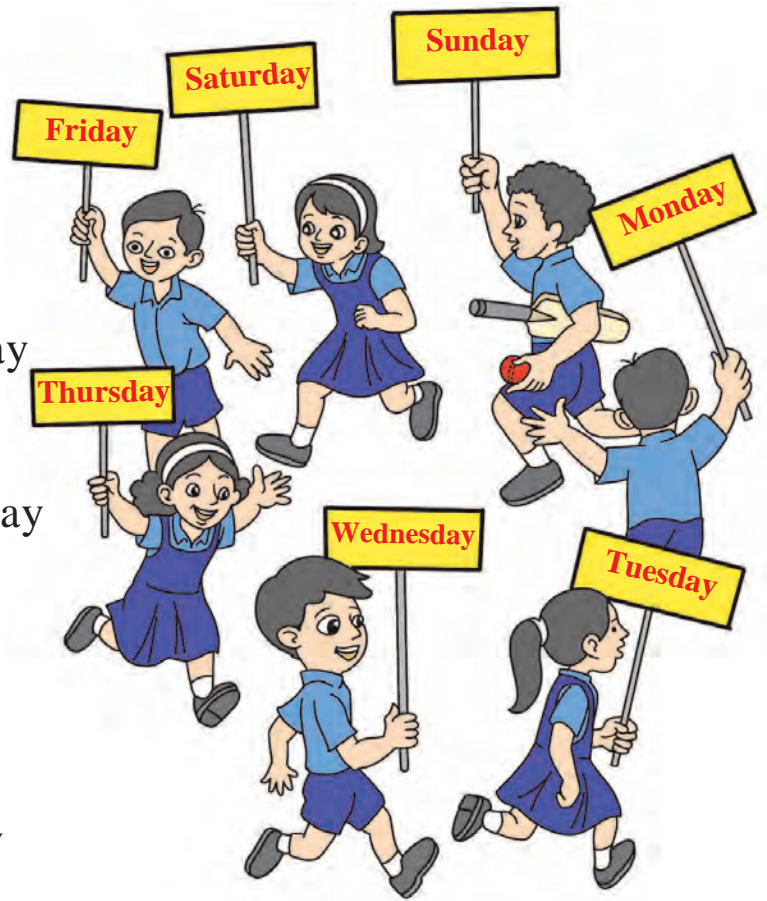
Under the tree, the lambs lay

Today is Sunday

Let's play together, it's a holiday

Thus seven days of a week

Follow each other on repeat



* **Find the days of the week.**

W	E	D	N	E	S	D	A	Y
F	R	I	D	A	Y	A	E	M
S	A	T	U	R	D	A	Y	O
T	U	E	S	D	A	Y	D	N
M	S	U	N	D	A	Y	A	D
T	H	U	R	S	D	A	Y	A
S	O	W	E	D	N	E	S	Y



Make the students name week days serially by singing nursery rhymes. Practice names of week days with reference to yesterday-today-tomorrow.

Calendar

- * Observe the month in the given calendar.

January 2026						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Republic day	27	28	29	30	31



Tell me

- * Which is the day on the 1st date?
- * How many days are there in this month?
- * Which date is on the first Saturday?
- * Which day is on 26th?
- * How many Sundays are there in this month?



Show the calendar of the current year to the students and tell them that a year has 12 months from January to December. Let them observe any month and discuss specific days such as holidays, festivals, weekly market day etc. and ask related questions.





Let us recall



$$\boxed{6} + \boxed{3} = \boxed{9}$$



Try to understand

$$\boxed{8} + \boxed{4} = \boxed{12}$$



- Addition (By horizontal arrangement)

- * Draw lines equal to the given numbers. Add and write the answer.

$$\boxed{9} + \boxed{5} = \square$$



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

$$\boxed{8} + \boxed{7} = \square$$

$$\boxed{9} + \boxed{4} = \square$$

* Addition (By vertical arrangement)

$$\begin{array}{r} \text{|||||} \\ \text{|||||} \\ + 7 \\ \hline 13 \end{array}$$

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

$$\begin{array}{r} 9 \\ + 6 \\ \hline \square \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \square \end{array}$$

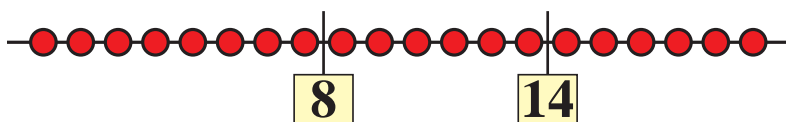
$$\begin{array}{r} 5 \\ + 6 \\ \hline \square \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \square \end{array}$$

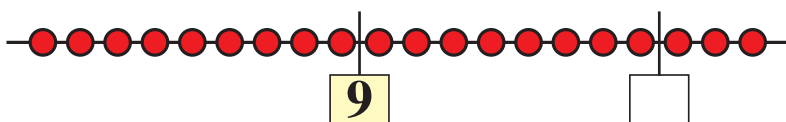
• Addition (By counting forward)

* Add the beads in the string by counting forward.

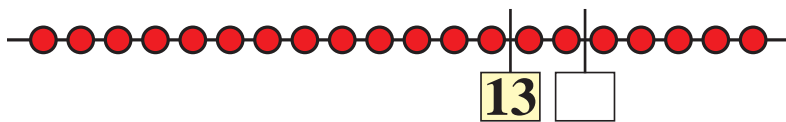
$$8 + 6 = 14$$



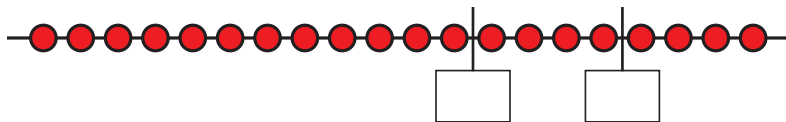
$$9 + 8 = \square$$



$$13 + 2 = \square$$



$$12 + 4 = \square$$



$$15 + 3 = \square$$



* Add using number strip.

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

$$8 + 6 = 14$$

$$16 + 2 = 18$$

$$9 + 6 = \square$$

$$7 + 7 = \square$$

$$11 + 2 = \square$$

$$7 + 9 = \square$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array}$$

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

$$\begin{array}{r} 9 \\ + 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 12 \\ + 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} 12 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \square \end{array}$$

* Add the following.

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

$$\begin{array}{r} 8 \\ + 6 \\ \hline \square \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \square \end{array}$$

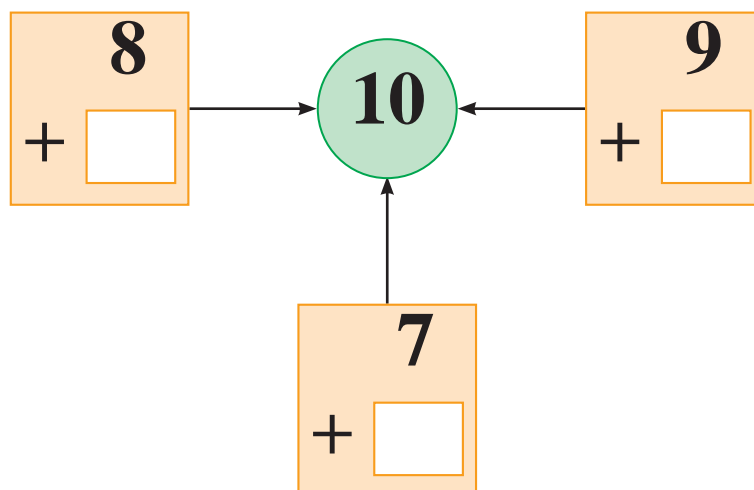
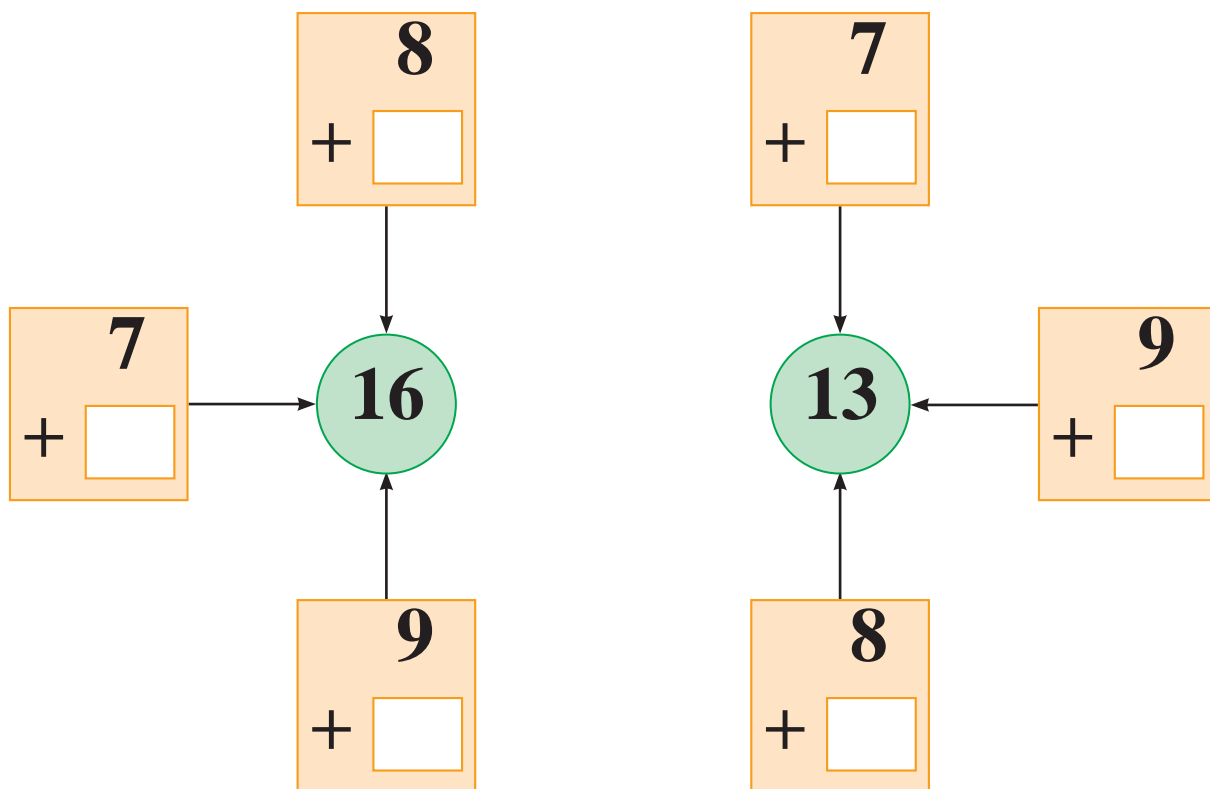
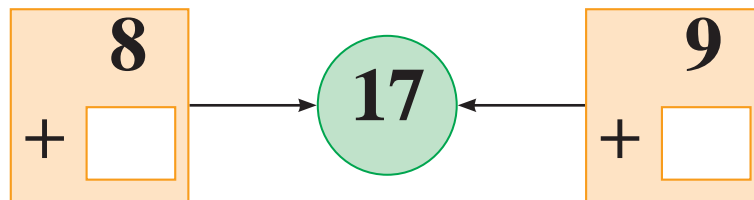
$$\begin{array}{r} 9 \\ + 8 \\ \hline \square \end{array}$$

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

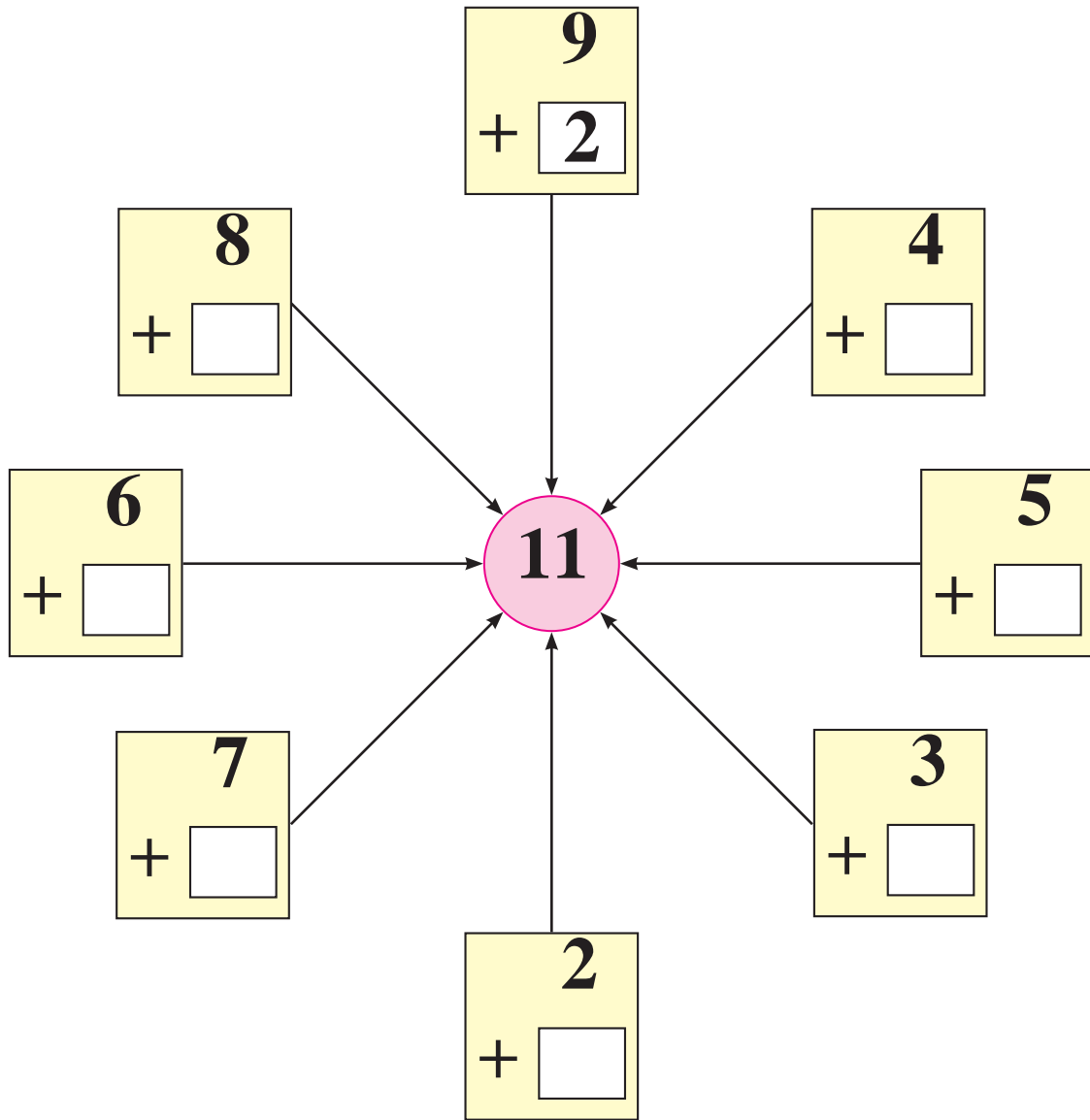
* Solve.

<p>Joseph has 8 notebooks.</p> <p>Sadashiv has 4 notebooks.</p> <p>How many notebooks do they have together?</p>	$\begin{array}{r} 8 \\ + 4 \\ \hline 12 \end{array}$
<p>Manthan brought 6 flowers.</p> <p>Rehana brought 5 flowers.</p> <p>Totally how many flowers did they bring?</p>	$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$
<p>Sayali read 7 books.</p> <p>Sangeeta read 6 books.</p> <p>How many books did they read in total?</p>	$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$
<p>There are 8 trees in Simaran's garden.</p> <p>There are 6 trees in Raju's garden.</p> <p>Totally how many trees they have in their gardens?</p>	$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$
<p>Viju has 3 bulls.</p> <p>Ravi has 7 bulls.</p> <p>What is the total number of bulls they have?</p>	$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$

* Write the appropriate numbers in the boxes.



* Write the appropriate number in the empty box.



Give practice of addition of two single digit numbers so as to get their sum 12, 13, 14, 15, 16, 17, 18. Take practice with several such examples.

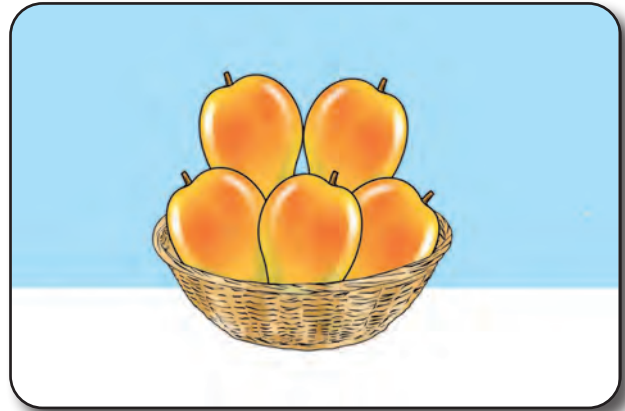
Lets play a game : A student will select a number card from a stack of cards and show the number on it. Other students will construct examples such that the sum of numbers in them will be equal to the number shown by the student on the card.

• **Addition - Subtraction : Correlation**

Kajal and Deepak saw the bag brought by Baba.

They emptied the bag in a basket. There were 5 mangoes in the basket.

Looking at mangoes ...



Deepak : Kajal, I took 2 mangoes from the basket, so now 3 mangoes are left in it; it means $5 - 2 = 3$ mangoes are left in the basket.

Kajal : See Deepak, we can also say that 3 mangoes are left in the basket and you took 2 mangoes. Means $3 + 2 = 5$ mangoes were in the basket.

Kajal : Deepak, if you had taken 3 mangoes from the basket, then there would have been 2 mangoes left. This means $5 - 3 = 2$ mangoes are left.


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

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

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


It means from the sum of two numbers if we subtract any one of them, we get the other number.

* Solve.




$$\boxed{5} + \boxed{2} = \boxed{7}$$

$$\boxed{7} - \boxed{5} = \boxed{2}$$

$$\boxed{7} - \boxed{2} = \boxed{5}$$


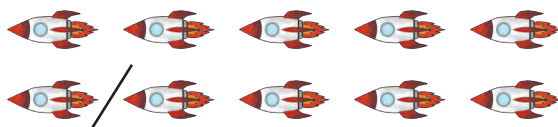
$$\boxed{5} + \boxed{4} = \boxed{9}$$

$$\square - \square = \square$$

$$\square - \square = \square$$


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

$$\square - \square = \square$$

$$\square - \square = \square$$


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

$$\square - \square = \square$$

$$\square - \square = \square$$

$$\boxed{4} + \boxed{3} = \boxed{7}$$

$$\boxed{7} - \square = \boxed{4}$$

$$\boxed{7} - \square = \boxed{3}$$

$$\boxed{6} + \boxed{5} = \boxed{11}$$

$$\boxed{11} - \boxed{5} = \square$$

$$\boxed{11} - \square = \boxed{5}$$

$$\boxed{9} + \boxed{4} = \boxed{13}$$

$$\boxed{13} - \square = \boxed{4}$$

$$\boxed{13} - \boxed{4} = \square$$

$$\boxed{8} + \boxed{7} = \boxed{15}$$

$$\square - \square = \square$$

$$\square - \square = \square$$

My Savings



Avani : Sachin what are you going to buy when we go to the fair tomorrow?

Sachin : I will buy a flute, coloured pencils and a ball in the fair. What are you going to buy?

Avani : I will buy a doll, crayons and a balloon in the fair.

Sachin : Should we use our saved money from the saving box (Piggy bank)?

Avani : That's a good idea, Sachin! let's open our Piggy bank. (Avani and Sachin open their Piggy bank with their parents permission.)

Sachin : I will collect all the currency notes.

Avani : I will collect all the coins.

Sachin : Avani, there are so many coins of ₹ 1, ₹ 2, ₹ 5 and ₹ 10.

Avani : Sachin, in these currency notes there are many notes of ₹ 5, ₹ 10, ₹ 20, ₹ 50 and ₹ 100.



₹ 1



₹ 2



₹ 5



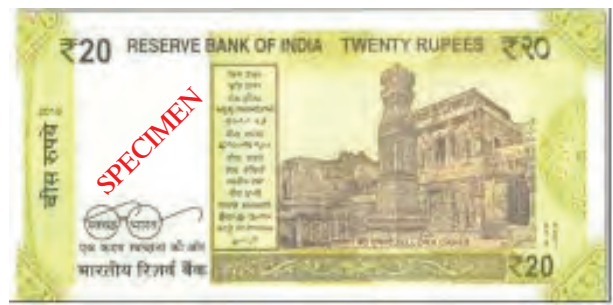
₹ 10



₹ 5



₹ 10



₹ 20



₹ 50

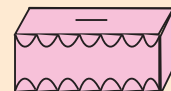


₹ 100

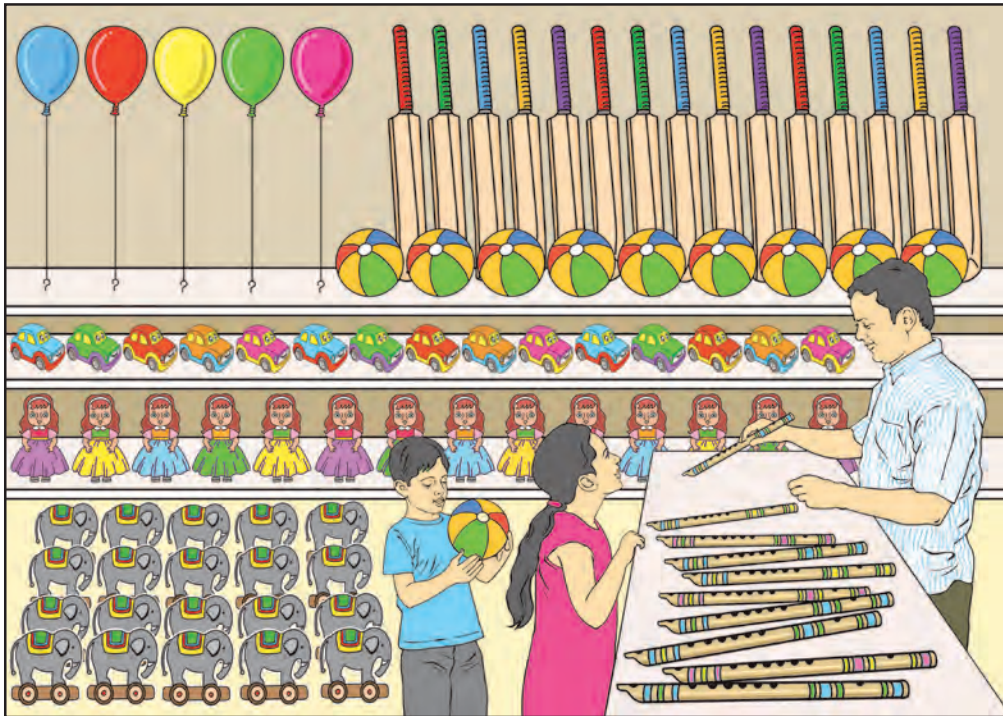


Show the students actual coins and currency notes and explain their uses in daily life.

Activity : With elders' help make a saving bank box.



The Toy Seller





The toy seller	
Items and Price	
 ₹ 10	 ₹ 5
 ₹ 15	 ₹ 15
 ₹ 10	 ₹ 15
 ₹ 20	



Tell me

- * Which toys can be bought for ₹ 10?
- * Which toys will the toy-seller give to Sachin for ₹ 20?
- * Price of the doll is ₹ 15 and Avani has ₹ 10. How many more rupees will Avani need to buy the doll?
- * Tick ✓ the total amount.

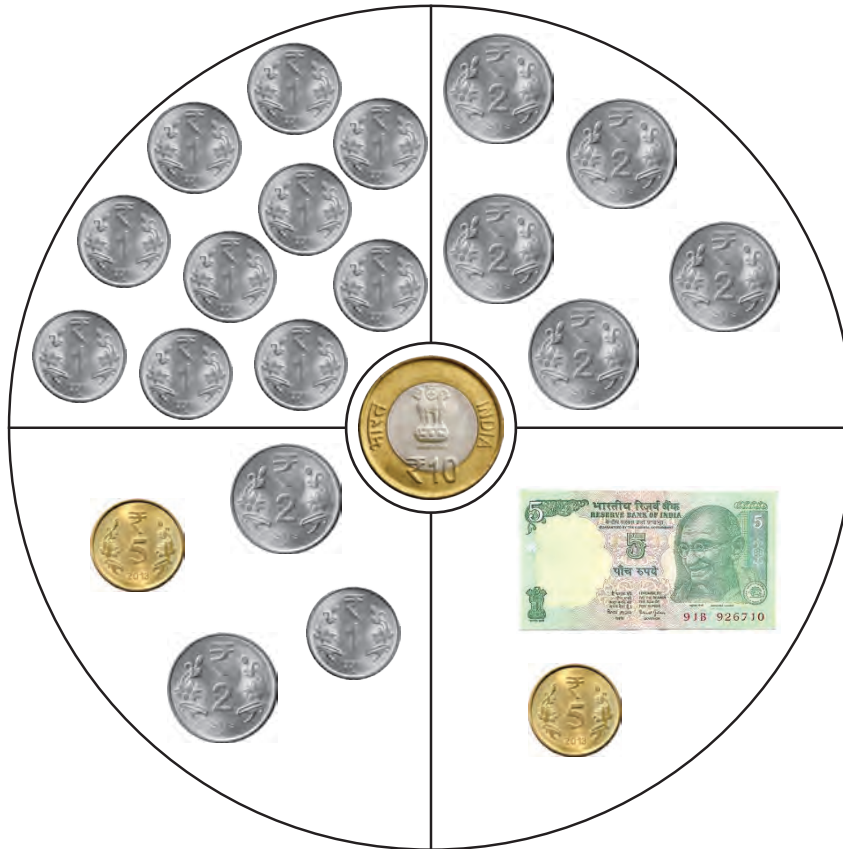
Coins/Currency notes	Total Amount
	<input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17
	<input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15



Try to understand

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We can make the amount of ₹ 10 in different ways.



* Make the given amount using combinations of coins and currency notes.

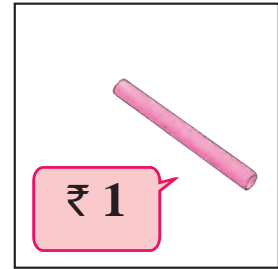
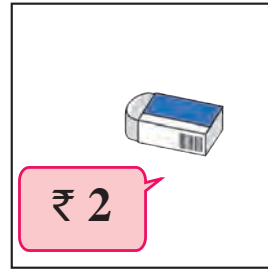
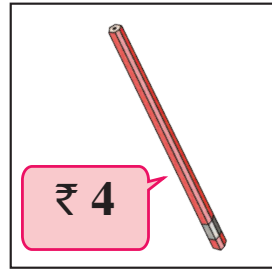
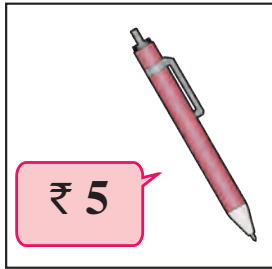
₹ 10	

₹ 17	




Let the students have experience to make a certain amount using different coins and notes in different ways.

● Use of coins and currency notes.

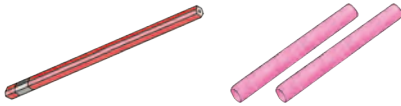


* Gopal bought 1 eraser and 1 chalk from the shop. How much will he pay the shopkeeper?



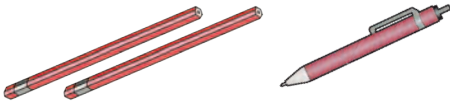
$$\text{₹ } 2 + \text{₹ } 1 = \text{₹ } 3$$

* Pooja bought 1 pencil and 2 chalks from the shop. How much will she pay the shopkeeper?




$$\text{₹ } \square + \text{₹ } \square = \text{₹ } \square$$

* John bought 2 pencils and 1 pen from the shop. How much will he pay the shopkeeper?



$$\text{₹ } \square + \text{₹ } \square = \text{₹ } \square$$

* Fatima bought 1 pen and 3 erasers from the shop. How much will she pay the shopkeeper?



$$\text{₹ } \square + \text{₹ } \square = \text{₹ } \square$$



Tell me

Dinu : My hands 2

My 2 hands , Rani's 2 hands. Total hands of both of them are

4.

My 2 hands, Rani's 2 hands, Aman's 2 hands. In all how many hands do all three have?

My 2 hands, Rani's 2 hands, Aman's 2 hands, Maria's 2 hands. How many hands do all four have?

* **Count the objects and write the number.**



2

Custard apples in a plate .



$$2 + 2 = \square$$

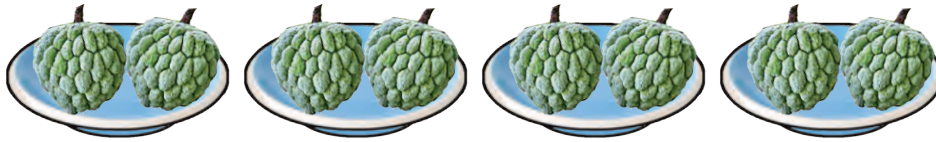
There are 2 custard apples in one dish. So total custard apples in two dishes are .



$$2 + 2 + 2 = \square$$

There are 2 custard apples in one dish. So total custard apples in three dishes are .

There are 2 custard apples in one dish. So total custard apples in four dishes are



$$2 + 2 + 2 + 2 = \square$$



Try to understand



$$2 \text{ flowers} + 2 \text{ flowers} + 2 \text{ flowers} = \boxed{6} \text{ flowers}$$

← 2 flowers 3 times →

means $2 \times 3 = \boxed{6}$ flowers

flowers times

We read it as ‘Two multiplied by three’.

If we add the number 2 three times, we get the sum 6.

This means, $2 + 2 + 2 = 6$

That is $2 \times 3 = 6$

In $2 \times 3 = 6$; the sign ‘ \times ’ is used for multiplication

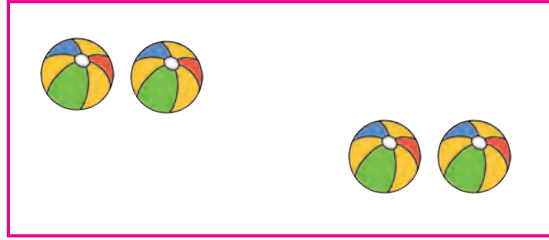
We read ‘ $2 \times 3 = 6$ ’ as

‘Two multiplied by three is equal to six’.

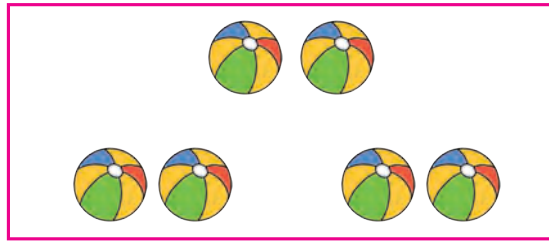


Show the students some groups of 2/3/4 objects each. Discuss with them asking the questions like, ‘how many times a group of particular objects occurs? what is the total number of objects in all the groups together?’ Thus with this activity, bring to their notice that multiplication is a repeated addition of same number. Inform that the sign ‘ \times ’ is used for multiplication and also $2 \times 3 = 6$ is read as 2 multiplied by 3 is equal to 6.

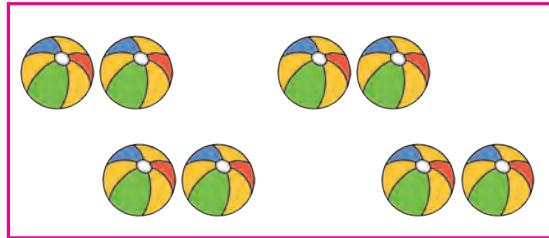
* Write the appropriate number in the empty boxes.



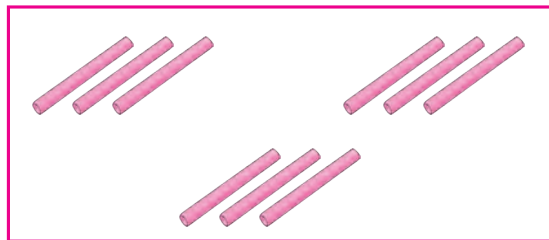
$$\boxed{2} + \boxed{2} = \boxed{2} \times \boxed{2} = \boxed{4}$$



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



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



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

- Equal Sharing

Teacher : I have 6 pencils. I will share them equally between two of you. Sunny was given 1 pencil and Meena was given 1 pencil.

Now, I have 4 pencils. So again I give 1 pencil each to Sunny and Meena.

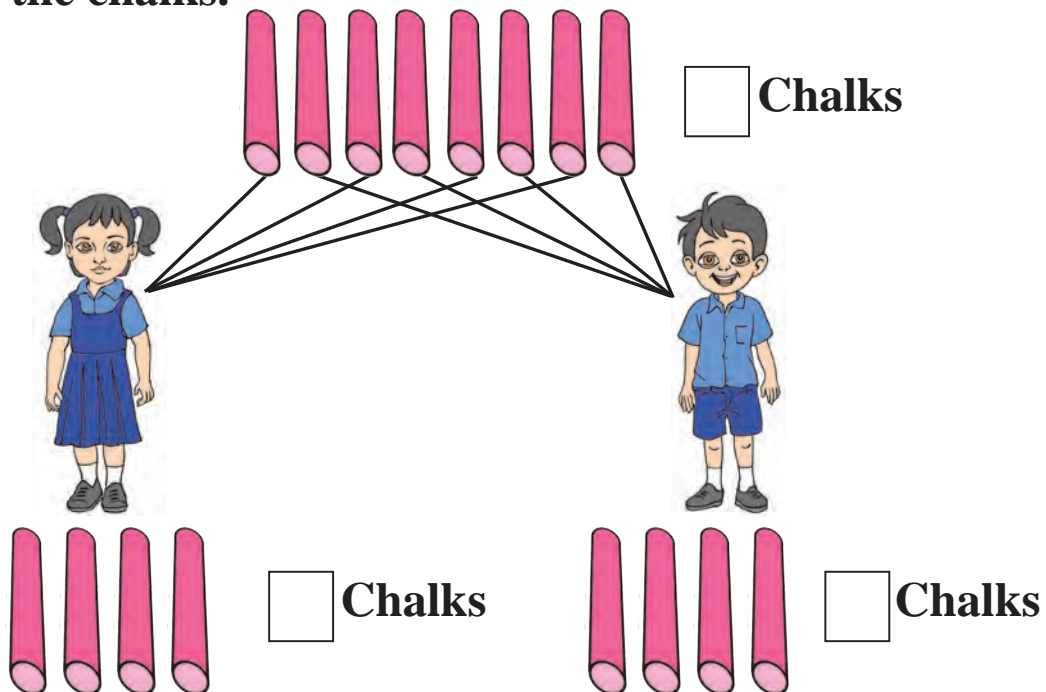
Now, I have 2 pencils. So I give 1 pencil to Sunny and 1 pencil to Meena. So, how many pencils did each one of you get?

Sunny : I have 3 pencils.

Meena : I also have 3 pencils.

Total pencils	How many of you shared the pencils?	How many pencils did each of you get?
6	2	3

- Count the chalks.

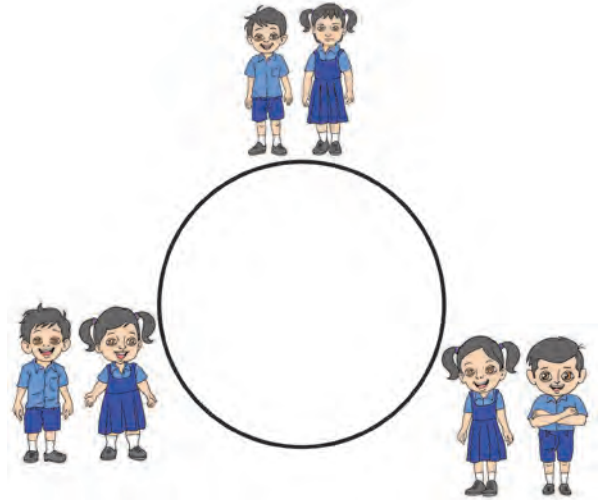
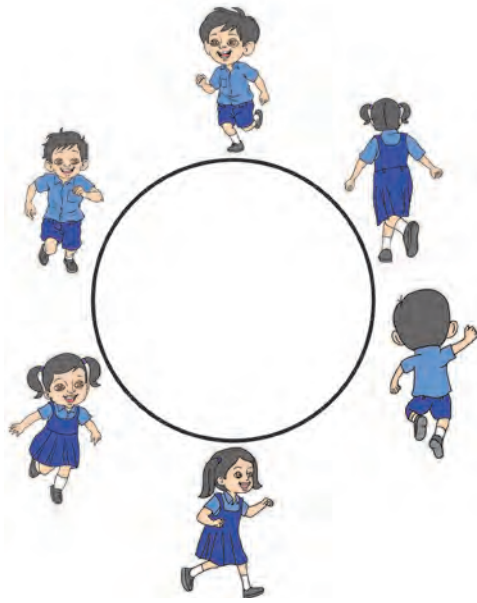


Take various examples of equal sharing from real life situations, using different objects.

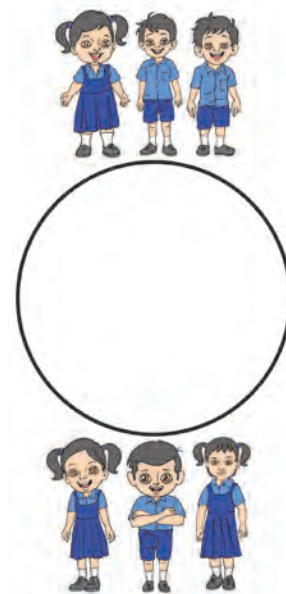
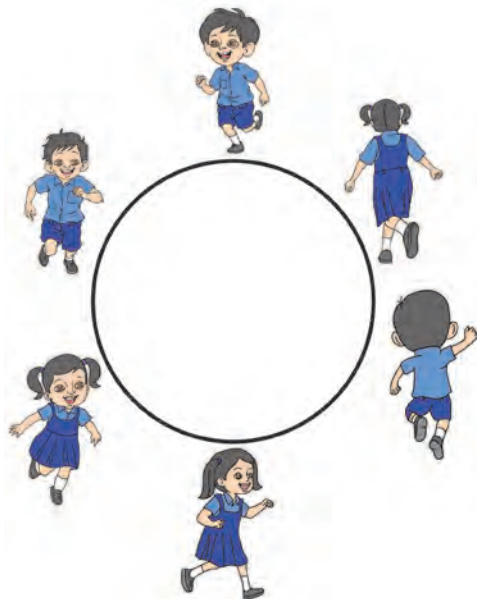


Lets us play a game.

Chintu : Run, run, run and while running form groups of twos.



Rani : Run, run, run and while running form groups of threes.

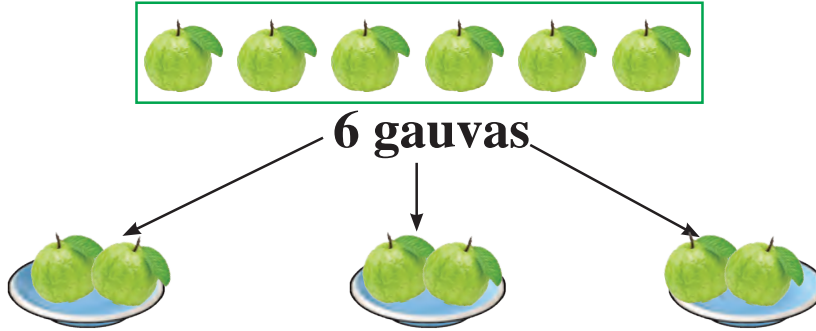


Plan the game of making groups. Run, run, run and form groups of twos, threes and fours. All the students who are playing will be divided into groups of equal students. How many students are there? How many students are there in each group? How many groups are formed? Discussion should be held with the students regarding these questions.

• **Equal Groups**

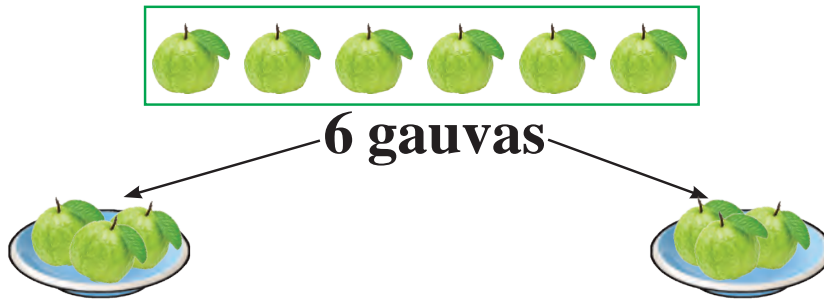
Baba : Meera, I have brought 6 guavas. Make the groups of them in twos and tell me, how many groups are formed?

Meera : There are three groups formed.



Tai : Abdul, I have brought 6 guavas. Make the groups of threes of them. Tell me, how many groups are formed.

Abdul : Two groups.



* **Make the groups of twos. Write the number of groups in the box.**



Number of sparrows

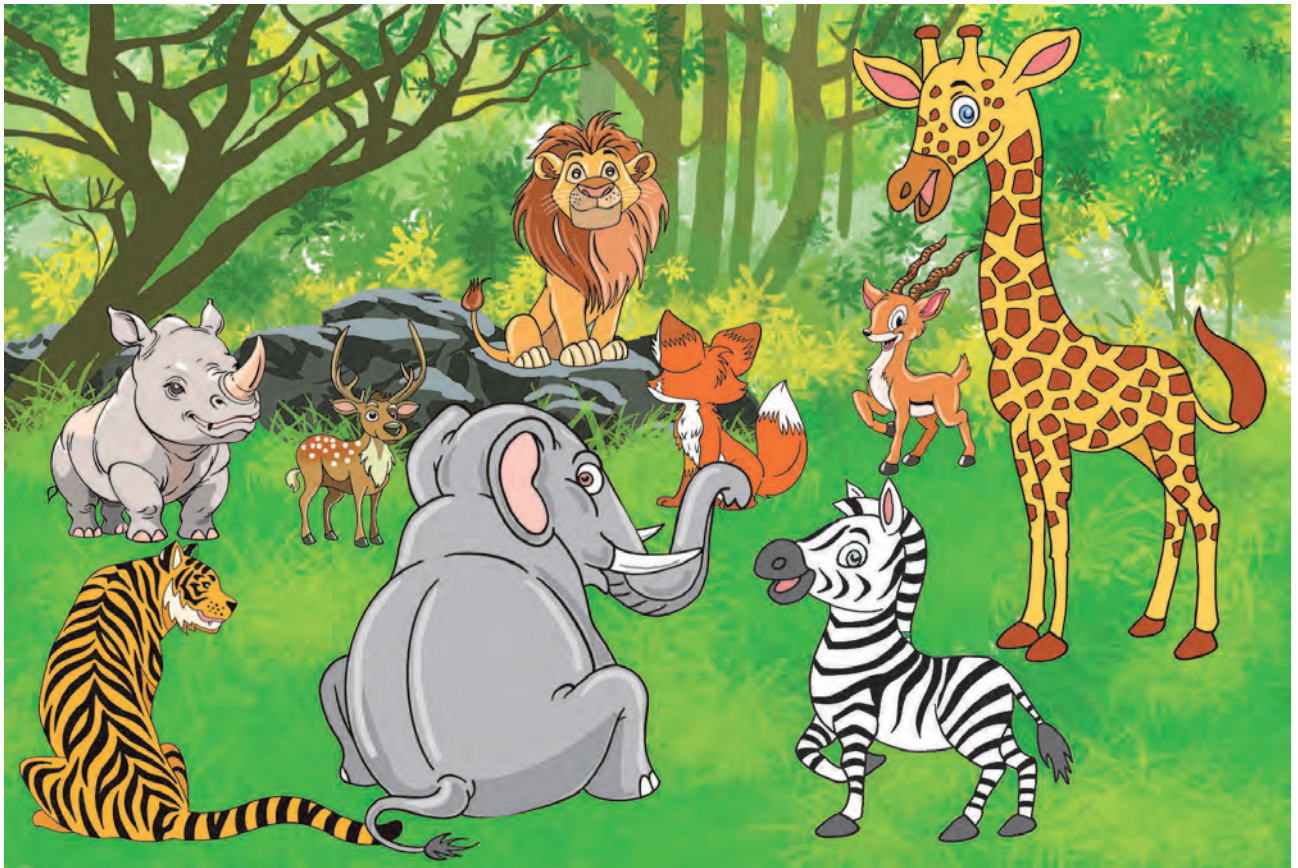
Number of sparrows in each group

Total number of groups



Give practical experience of forming equal groups using different objects from day-to-day life.

Jungle Meet



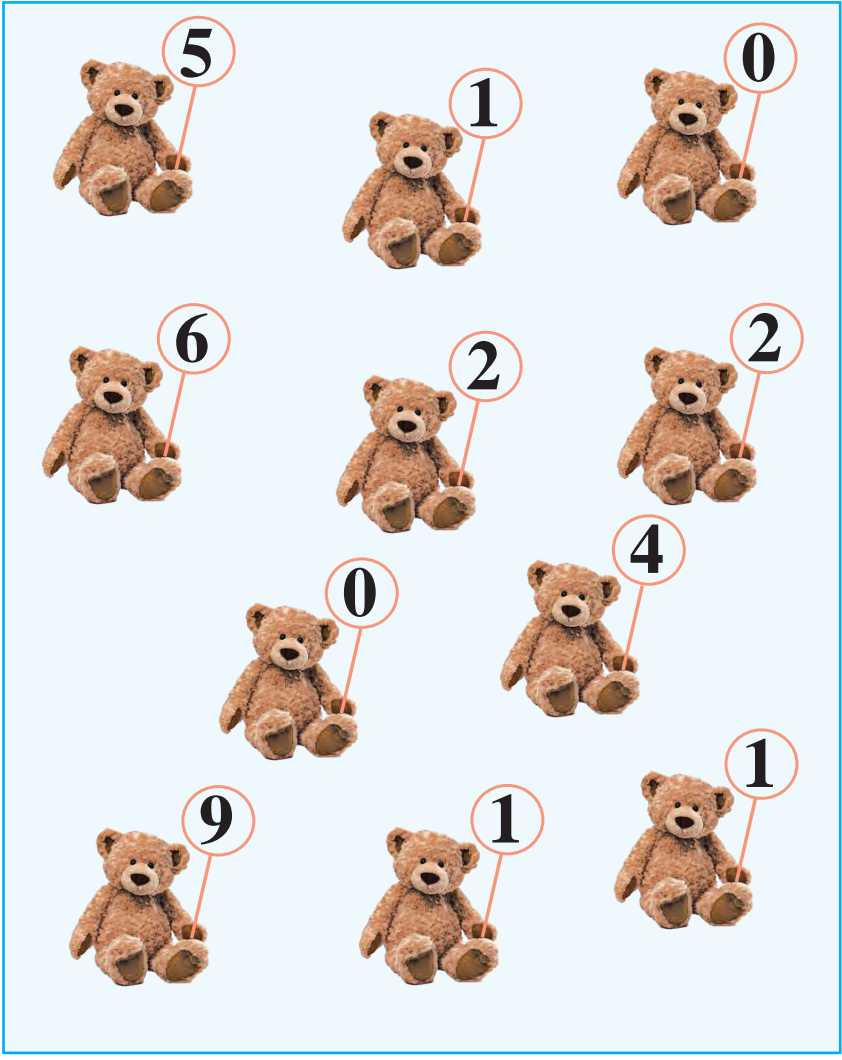
A meeting of animals took place in a jungle. An elephant, a tiger, a jackal, an antelope, a rhinoceros, a zebra, a giraffe and a deer gathered. They were waiting for the king. Just then the king of the jungle a lion came in magnificence. The giraffe gave welcome to all and the meeting began. The king listened to the incidences told by the animals. The king solved all the difficulties. He assigned different duties to everyone in the jungle and warned them strictly to complete them in time. The tiger thanked everyone and the meeting was concluded.

* Total number of animals in the meeting =

* Total number of animals with horns =

* Total number of eyes of all the animals in the meeting =

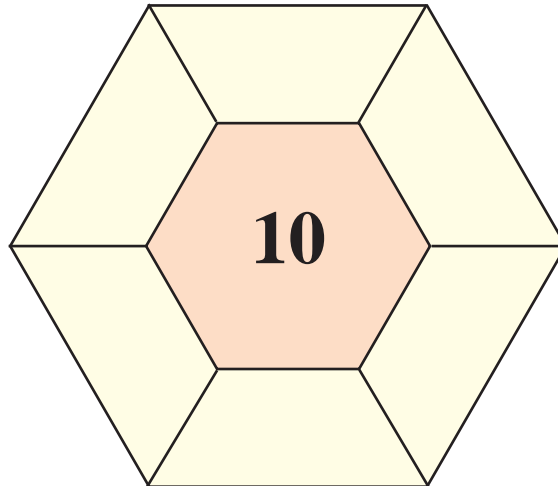
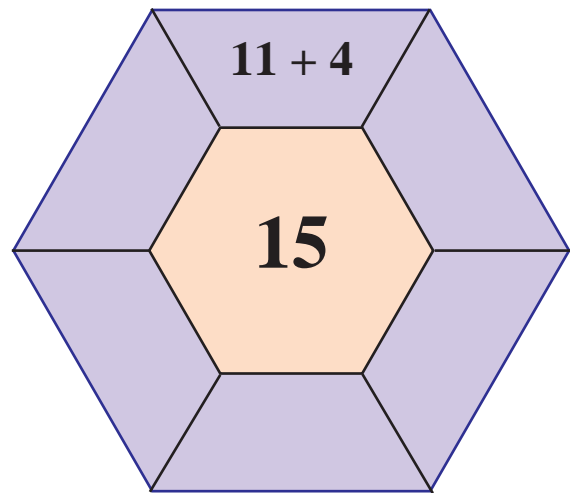
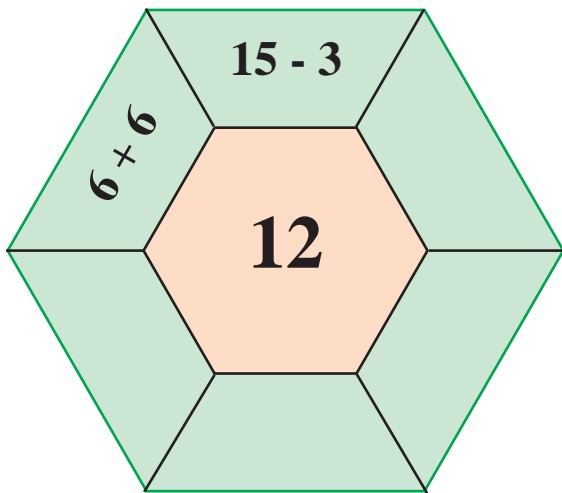
* **A Fight of Addition and Subtraction :**

$7 + \square = 9$	$7 - \square = 7$		$\square - 5$
\square	\square		\square
\square	\square	\square	\square
$+ 4$	$+ \square$	\square	$+ \square$
\square	\square	\square	\square
$- 5$	$+ 4$	\square	$+ 4$
\square	\square	\square	\square
$+ 0$	$- 5$	\square	$- 5$
\square	\square	\square	\square
$4 + \square = 5$	$9 - 8 = \square$	\square	\square

* **How to play the game?**

Find and write the expected number that teddy bear holds in the box. After writing answer, strike off the number card in teddy bear's hand. One who finds and writes the answers first, is the winner.

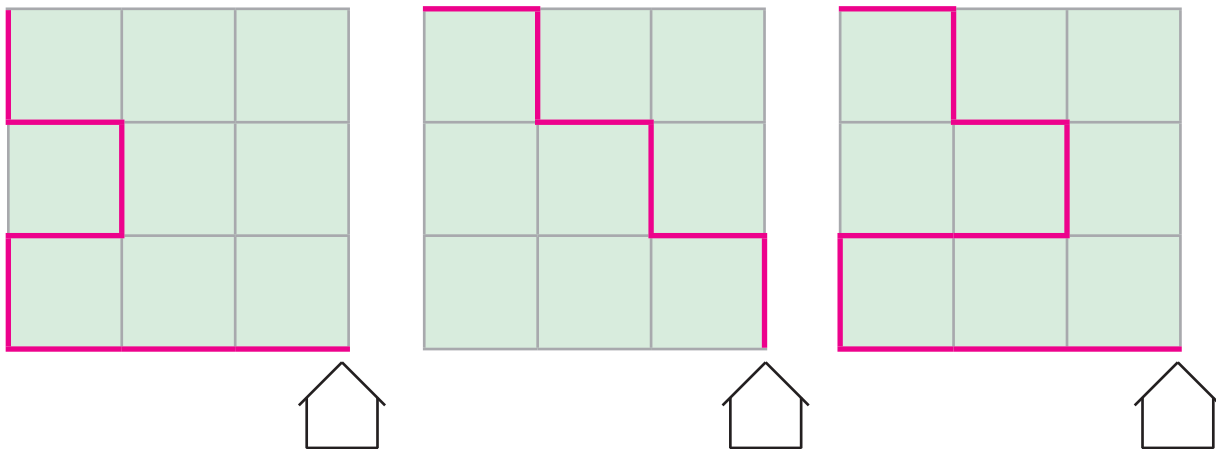
- * Get the middle number by adding or subtracting.



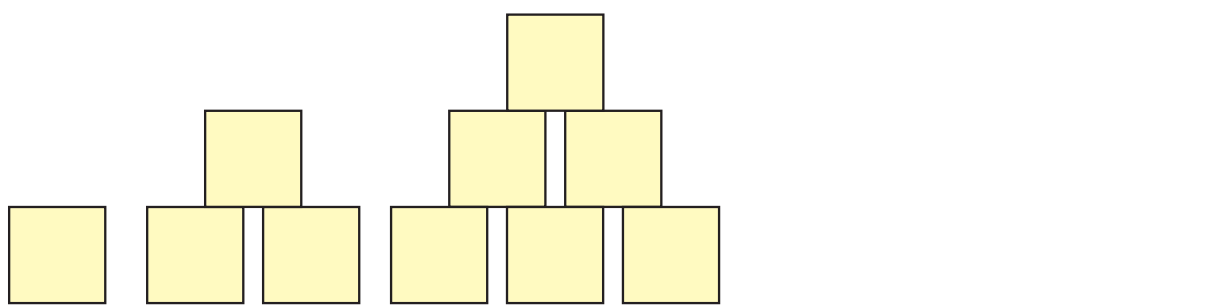
- * Write the numbers from 1 to 3 in the boxes below. Such that their vertical and horizontal sum should be 6. (Each number should be used only once in every row and column)

		3
	2	
1		

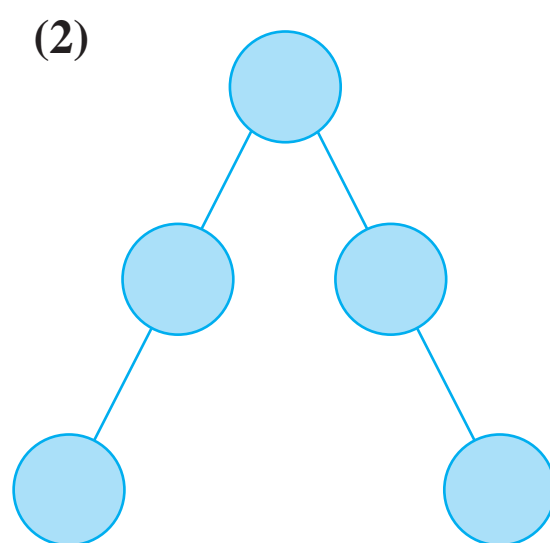
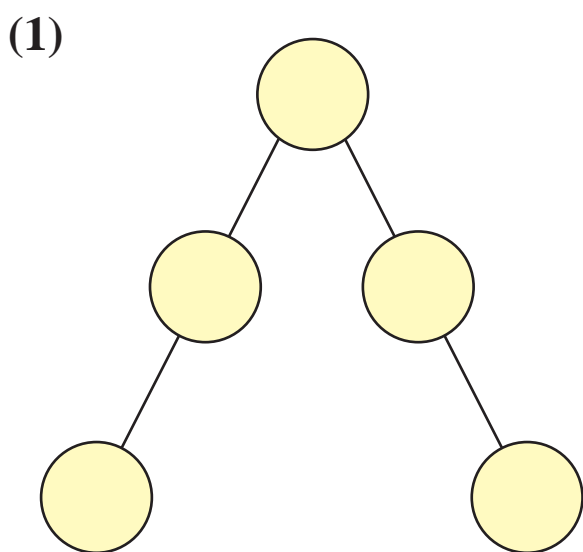
* Which route is the shortest? Tick ✓ it below.



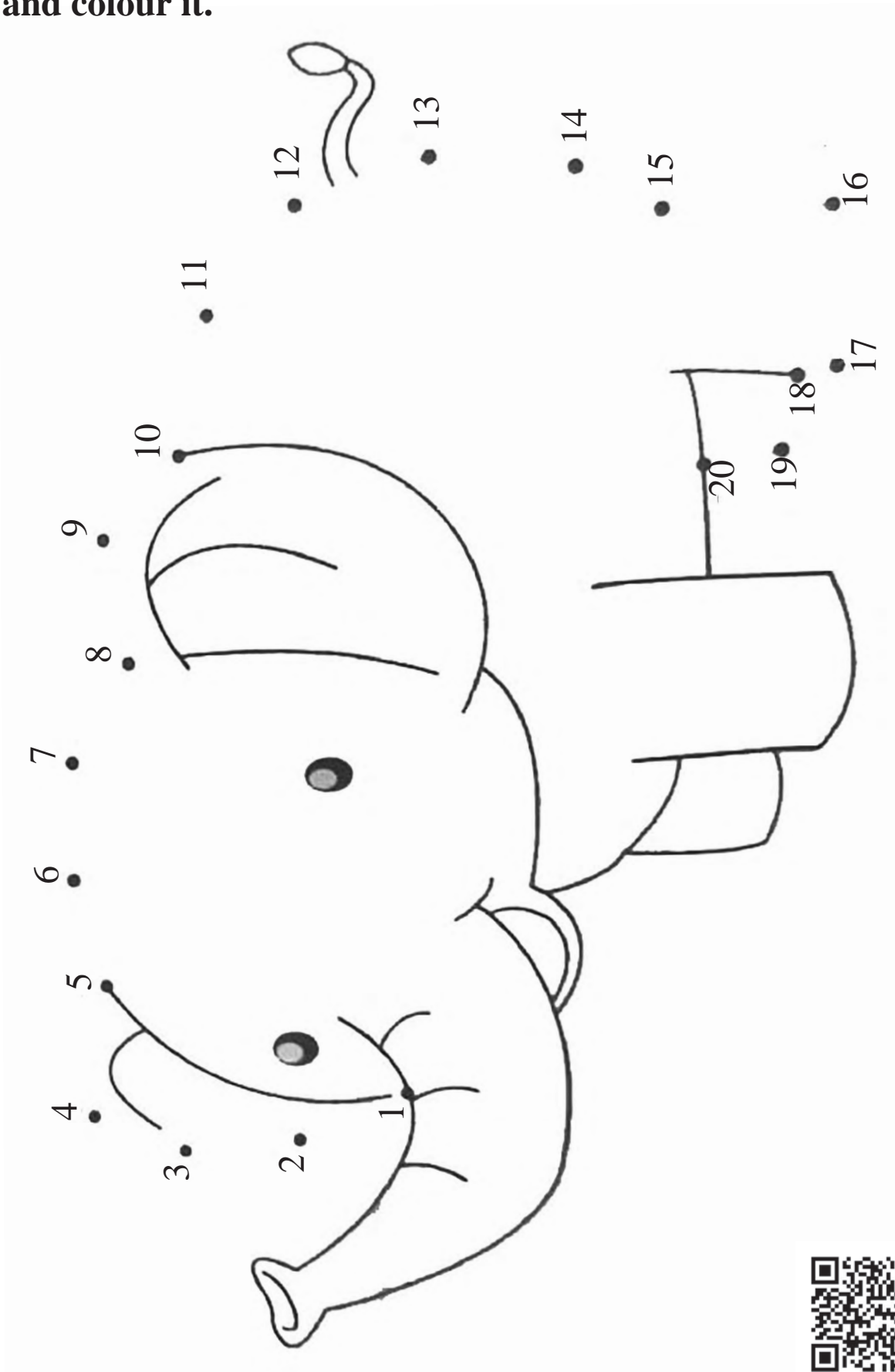
* Complete the increasing arrangement of blocks.



* Write the numbers 1 to 5 in the circles such that sum on both the sides is equal. (Use the number only once)















* Complete the picture by joining 1 to 20 number dots serially and colour it.

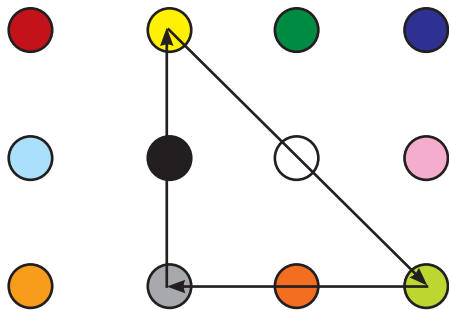


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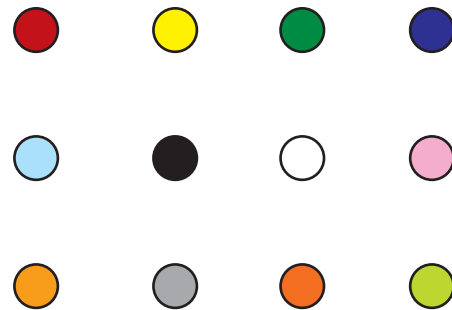
* Create shapes by observing the numbers and colours below them.

1	2	3	4	5	6	7	8	9	10	11	12
											

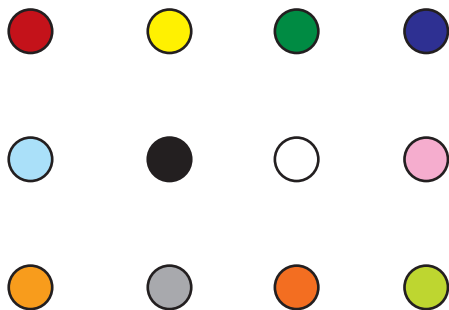
(1) 2 → 12 → 10 → 2



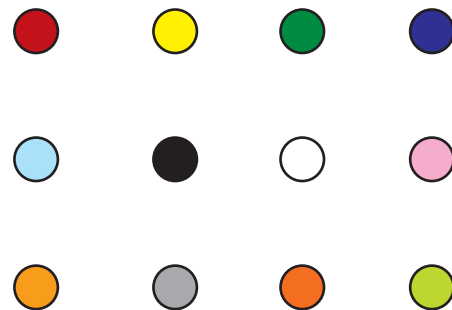
(2) 1 → 4 → 12 → 9 → 1



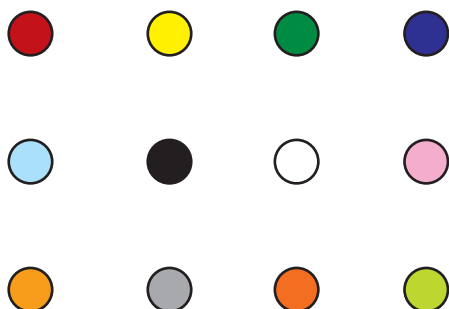
(3) 3 → 6 → 11 → 8 → 3



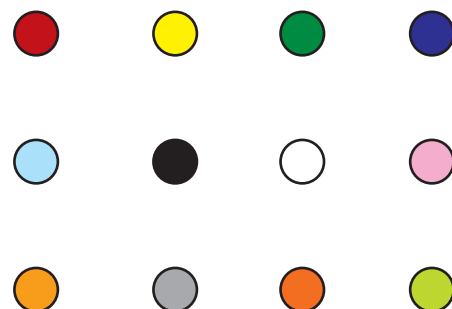
(4) 12 → 2 → 5 → 10 → 4 → 12



(5) 2 → 5 → 9 → 11 → 7 → 2



(6) 2 → 10 → 11 → 8 → 3 → 2



Ask the students to observe the numbers and the colours below them. Encourage them to create different shapes by practice.

Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must :

1. Not blame yourself.
2. Tell someone whom you trust.
3. You can also inform National Commission for Protection of Child Rights through the POCSO e-box.

When you get an unsafe touch, you may feel bad,
confused and helpless.
You need not feel "bad" because it's not your fault.



Press this button.

POCSO e-box available at ncpcr@gov.in

If you are below 18 years of age, and are troubled or confused or abused
or in distress or know some other child who is...

*Call 1098...because some numbers are good!
They change lives!!!*



CHILDLINE 1098 - A national 24 hours toll free
emergency phone service for children in distress is an
initiative of CHILDLINE India Foundation supported by
Ministry of Women & Child Development.



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