MATHEMATICS

STANDARD ONE

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4
Dated 25.04.2016 has given approval to prescribe this textbook in its meeting held on
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MATHEMATICS

Standard One

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004

SJE5RL

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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

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

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-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.





Preface

Dear Little friends,

Welcome to the first standard! Now you have new school, new friends, new teachers and new books. Open your new Mathematics book. You will find it amusing with colorful pictures, games and poems. Do jump around, dance, play and also learn maths with the book.

Counting is possible only if you are able to recite numbers first from one to ten and then from eleven to twenty. You can recite numbers using the fun songs in this book.

Fingers are useful in counting. You can decorate your fingers with colourful paper caps. Try to carry out the activities given in the book. Take help from your teachers, parents, siblings and friends for doing these activities. Rama and Yash will accompany you in this fun filled book-journey. A colourful kingfisher may appear to help you .

We need ample practice of additions and subtractions in practical life. Some stories in the book will help you to practise such sums. Some pictures are also given so that you can make stories based on them. Make such stories yourselves, prepare examples and enjoy posing problems to each other.

Q. R. Codes are given at the foot of some pages. You will find the information in the Q. R. Codes interesting.

You will find that Mathematics is an easy subject once you make friends with the numbers and play with them!

(Dr. Sunil Magar)
Director
Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune

Pune
Date : 16 May 2018
Indian Solar Year : 26 Vaishakh 1940

Mathematics Standard I - Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
All learners may be provided opportunities in pairs/groups/ individually and encouraged to- • observe different contexts and situations, for example, inside/ outside the classroom. • encourage them to use the spatial vocabulary or concepts like top-bottom, on-under, inside-outside, above-below, near-far, thin-thick, big-small etc. • identify and draw the things which are near-far, tall-short, thick-thin etc. • handle concrete materials and models and classify them, for example, objects which are round in shape like chapatti, ball etc. and which are not round such as pencil, box. • count objects such as students may take out objects up to 9 from a given collection of objects such as picking any 8 leaves/4 beads/6 ice cream sticks etc. from the given box. • take out objects up to 20 from a given collection of objects. • use words like more than, less than or equal through the strategy of one to one correspondence in objects in two groups. • explore different strategies to add numbers up to 9 like counting on forward and using already known addition facts. • explore/Develop different strategies to subtract numbers up to 9 like recounting after taking out objects from a given collection. • use different strategies like aggregation, counting forward, using addition facts etc., to extend addition up to 20 (sum no exceeding 20) • develop different strategies of taking away through objects/pictures.	**The learner —** • works with numbers from 1 to 20. • classifies objects into groups based on the shape of the objects and size of the objects. • recites number names and counts objects up to 20, concretely, pictorially and symbolically. • counts objects using numbers 1 to 9. • compares numbers up to 20, for example, tell whether number of girls or number of boys is more in the class. • applies addition and subtraction of numbers 1 to 20 in day-to-day life. • constructs addition facts up to 9 by using concrete objects, for example, to find 3+3 counts 3 steps forward from 3 onwards and concludes that 3+3=6. • subtracts numbers using 1 to 9, for example, the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude 9 - 3= 6. • solves day-to-day problems related to addition and subtraction of numbers up to 9. • recognizes numbers up to 99 and write numerals. • observes, extends and creates patterns of shapes and numbers, for example, arrangement of shapes / objects / numbers like □□△□□△

Suggested Pedagogical Processes	Learning Outcomes
• count in groups of tens and ones for numbers more than 20 like 38 has 3 groups/bundles of ten each and 8 loose (ones) • sort objects based on similarities and difference through their sense of touch and observation. • use concrete play money for making amounts up to Rs.20. • conduct classroom discussions on observation of pattern and allow them to describe in their own language. Let children find what will come next and justify the answer. • observe and collect information from the visuals, contexts/situations such as number of items.	• 1, 2, 3, 4, 5, ... • 1, 3, 5 • 2, 4, 6 ... • 1, 2, 3, 1, 2,...1,...3,... • collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example, in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more.) • understands the concept of zero.

Instructions for Teachers

Let's make efforts so that students understand and like Mathematics and find it enjoyable. Make sure that they are not afraid of maths. While dealing with the songs and games in the book, see that the students participate happily.

When it comes to counting, it is necessary to recite first from one to ten, and then from eleven to twenty. See that the students do it with pleasure. **A lot of practice of counting different objects is expected.** Small additions can be practised with the help of fingers. You can make a game out of it.

Specific instructions for teachers are given in the book at several places.

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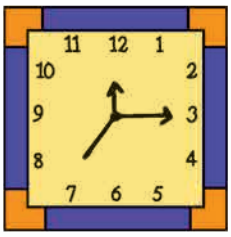
Part One

Part Two

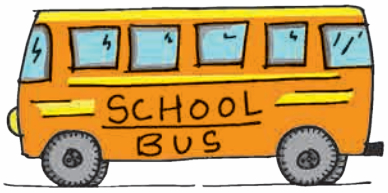
Small Big



Colour the ☐ below the smaller clock.

☐ ☐

Colour the ☐ below the bigger vehicle.



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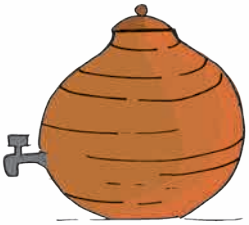


Colour the ☐ below the smaller vessel.

☐ ☐

Colour the ☐ below the bigger ball.

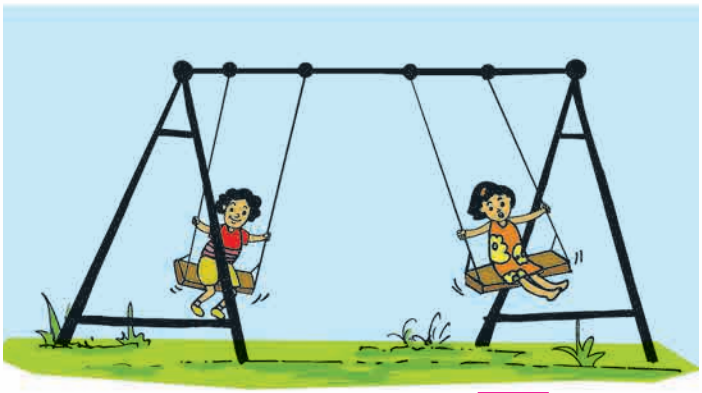
☐ ☐

Behind

In front of

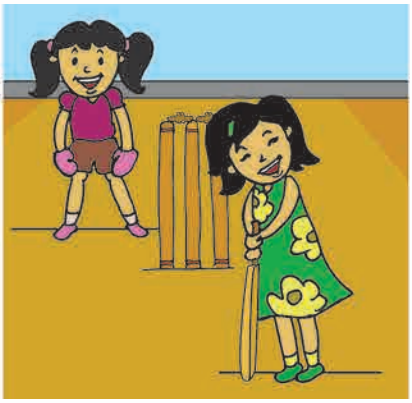
Colour the ☐ below the child who is behind the curtain.

☐ ☐



Colour the ☐ below the swing which is in the front.

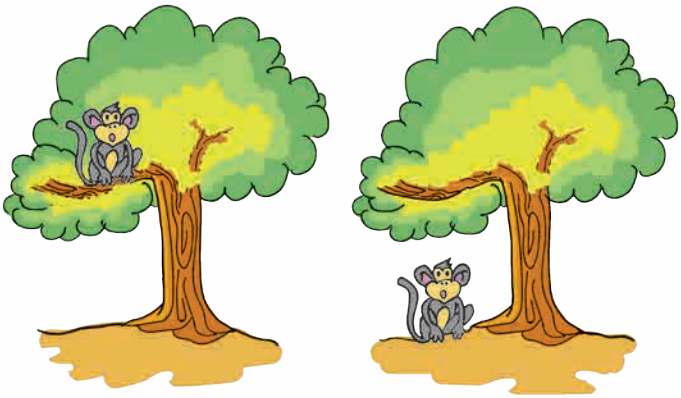
☐ ☐



Colour the ☐ below the child who is in front of the stumps.

☐ ☐

Above Below

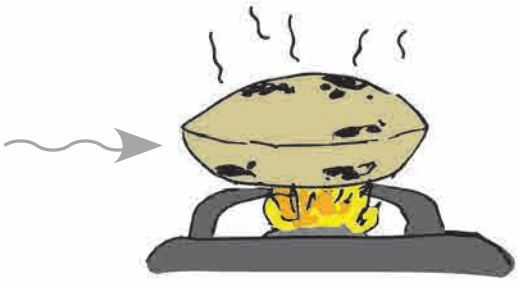


( ) the monkey sitting below the tree.

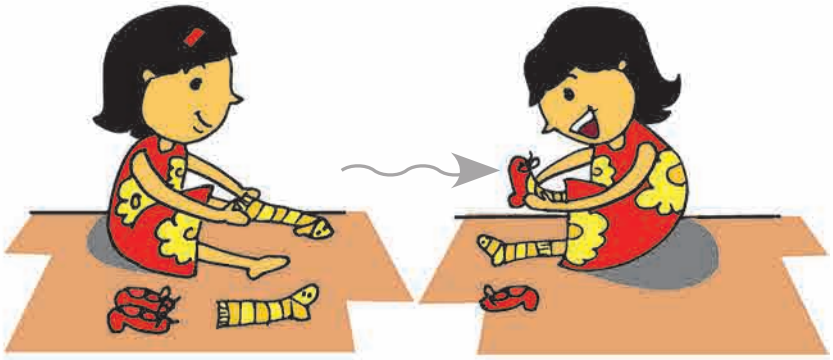
( ) the vehicle above the bridge.

( ) the object below the lamp.

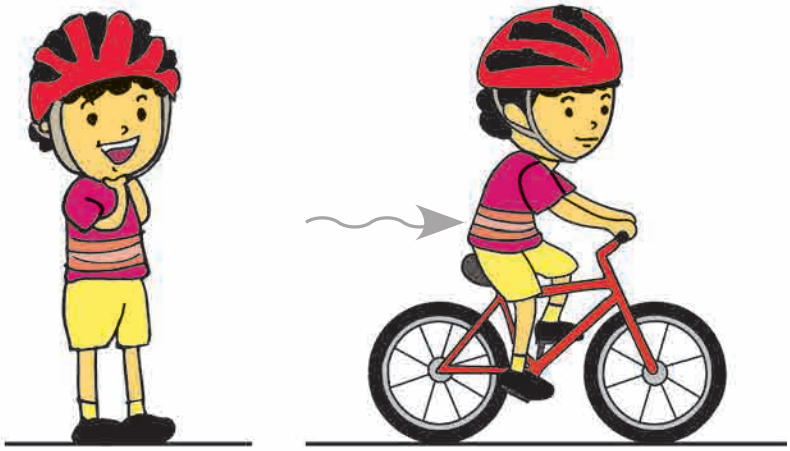
Earlier Later



Mom made chapati **earlier**. **Later** she roasted it.



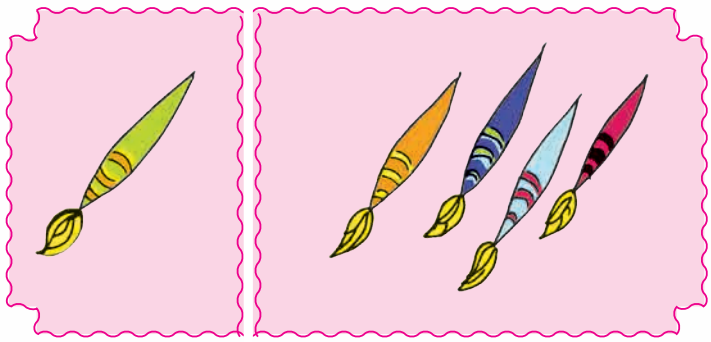
Rama wore her socks **earlier**. **Later** she wore her shoes.

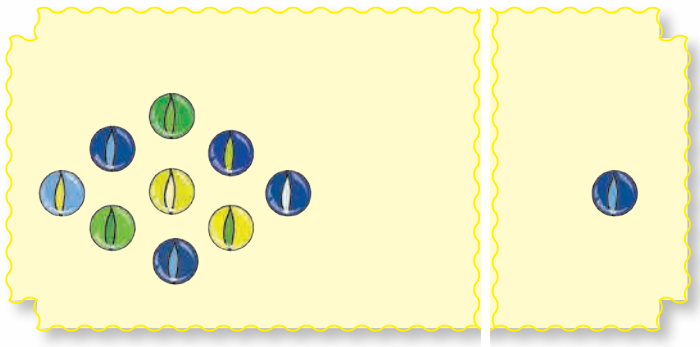


Yash wears his helmet **earlier**. **Later** he rides his bicycle.

One – Many

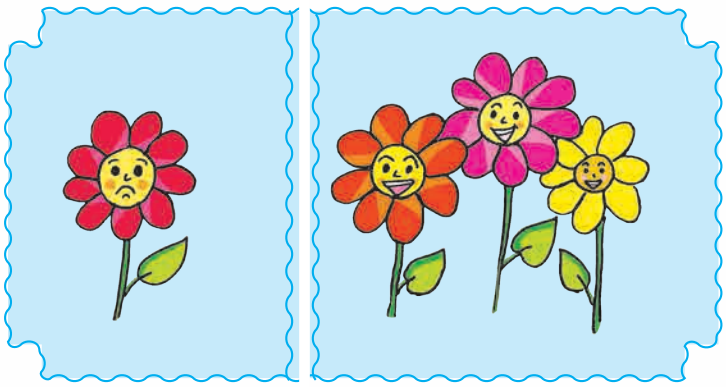
Draw a ◯ around the picture showing one object.

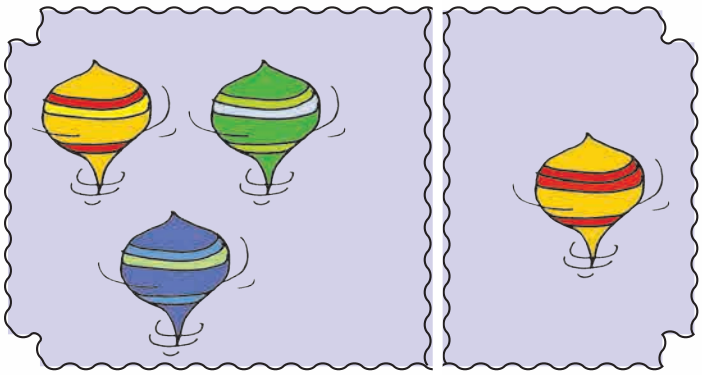




Draw a ◯ around the picture showing many objects.

Draw a ◯ around the picture showing one object.





Draw a ◯ around the picture showing many objects.

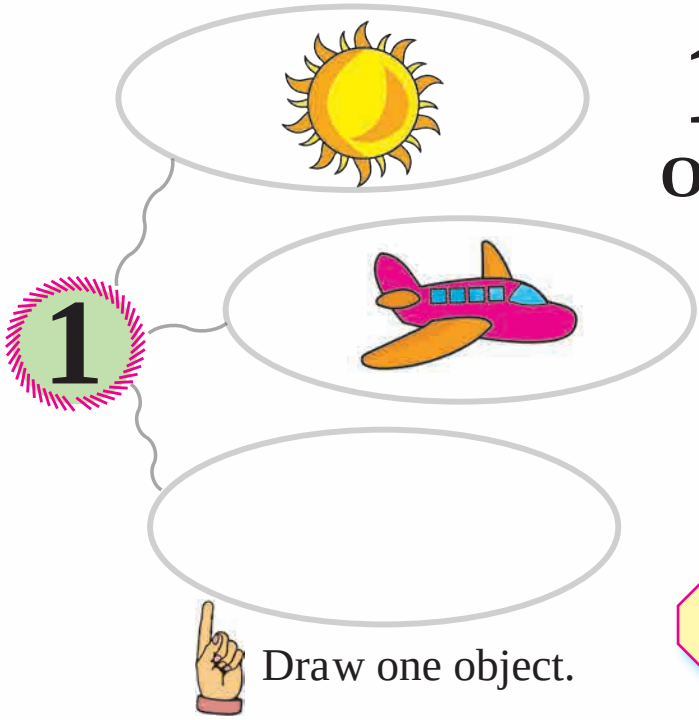
Find the difference

Observe both the pictures given below.

Find out and tell the differences between them.

SJN1T9

Understand and write 1



Draw one object.

1

One

One

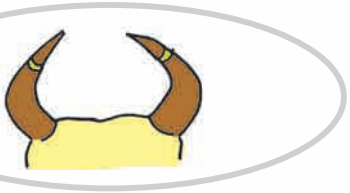
Parrot has beak one,
come on let's have fun.

Draw one  and colour it.

Draw one  and colour it.

1	1	1	1	1	1
1					

Understand and write 2



2

Draw two objects.

2

Two

One and one make two.

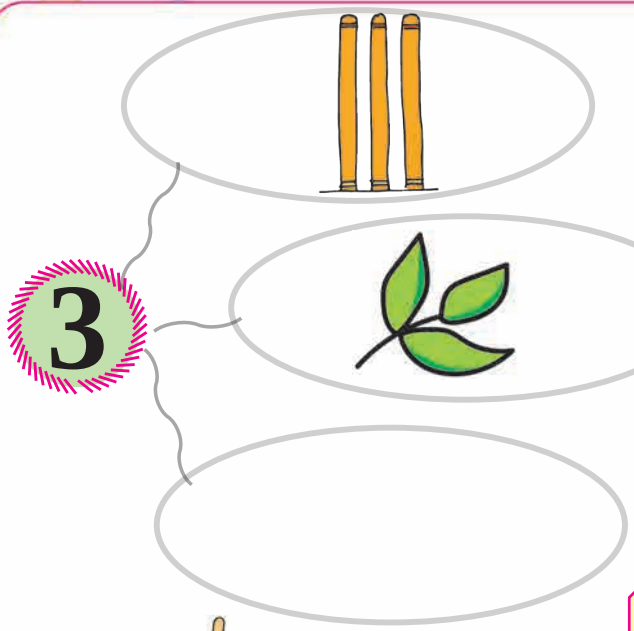
Two, Two, Two
Two ears has a Rabbit
And two eyes, too.

Draw two ◯.

Draw two □.

2	2	2	2	2	2
2					

Understand and write 3



3

Two and one make three.

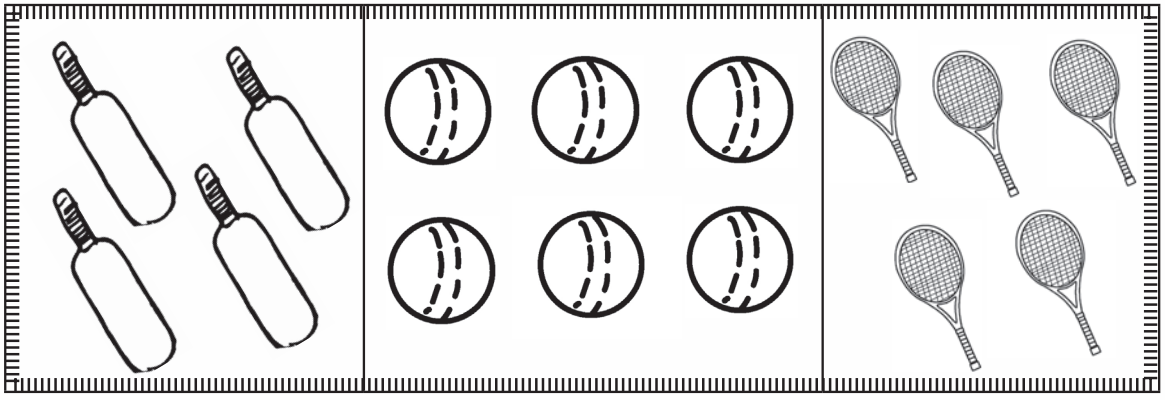
3

Three

Three, Three, Three
A Rickshaw has wheels three.
Set the doggy free.

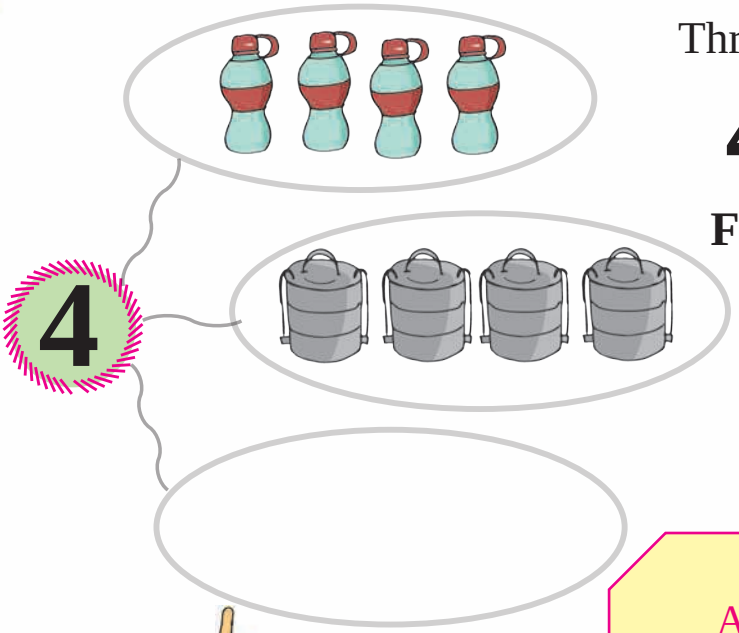
Draw three beads

Colour three . Colour three . Colour three .



3	3	3	3	3	3
3					

Understand and write 4



Three and one make four

4

Four

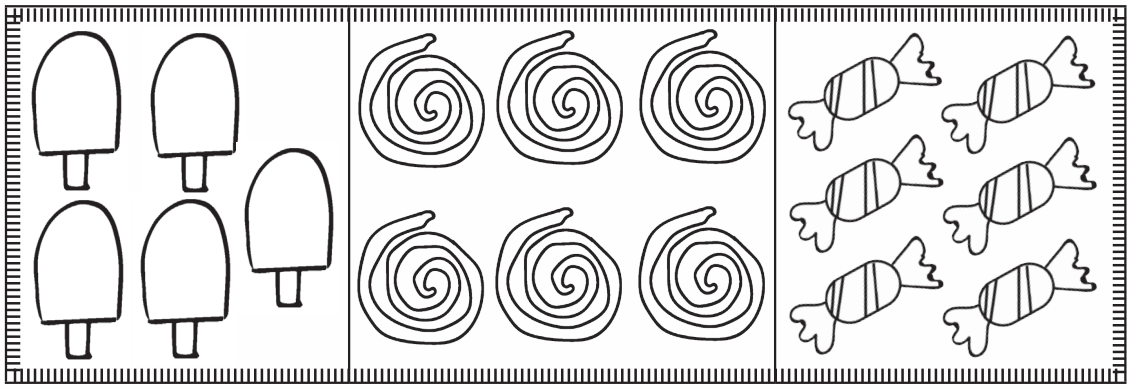
Four, Four, Four
A car has wheels four,
will you please shut the door.

Draw four beads.

Colour four  .

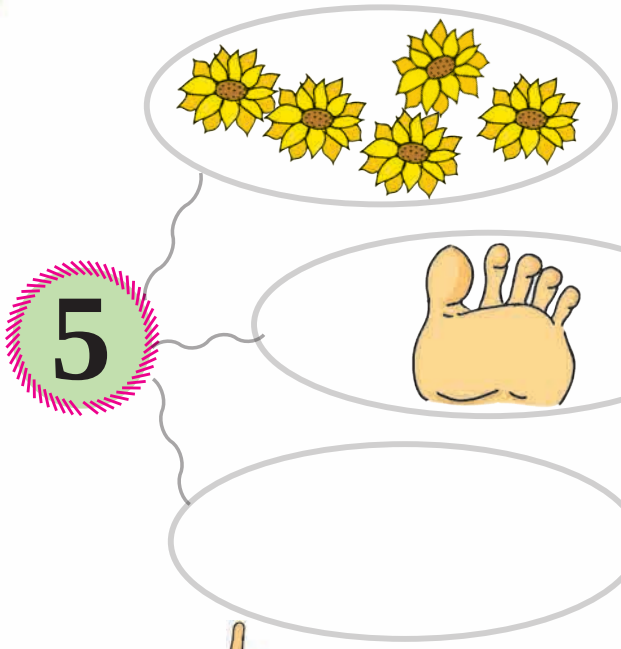
Colour four  .

Colour four  .



4					

Understand and write 5



Four and one make five.

5

Five

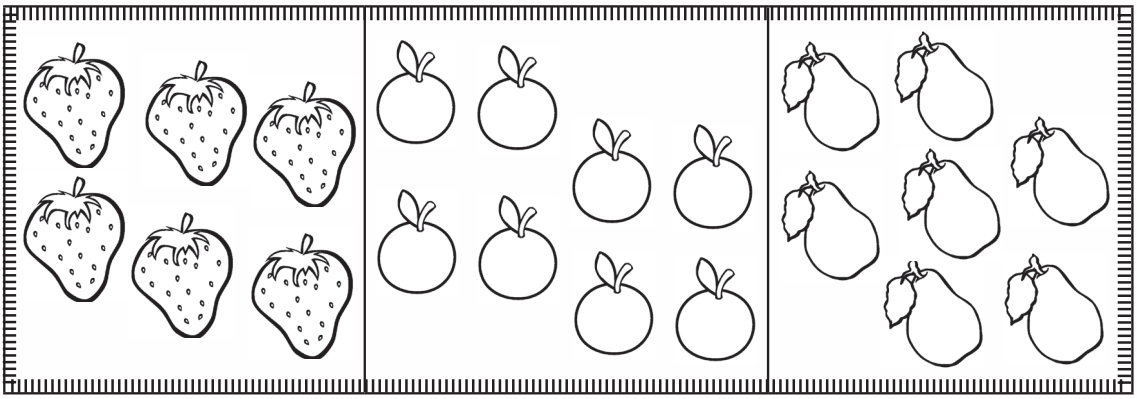
Five, Five, Five
Each hand has fingers five,
Let's go for a long drive.

Draw five beads.

Colour five  .

Colour five  .

Colour five  .



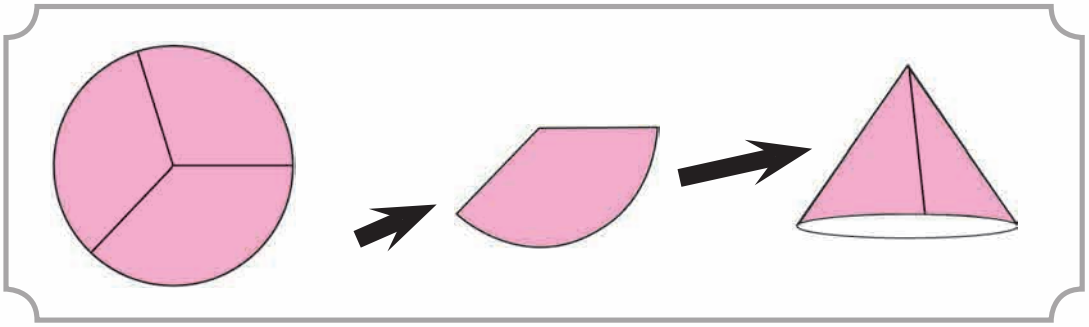
5	5	5	5	5	5
5					

Instructions for teachers

Number song and finger caps

Cut circles of about 5 cm diameter. Cut each of them into 3 equal parts. Make a cap of each piece using a gum tape. See that children participate in the activity. They will enjoy, exchanging the caps and playing with them.

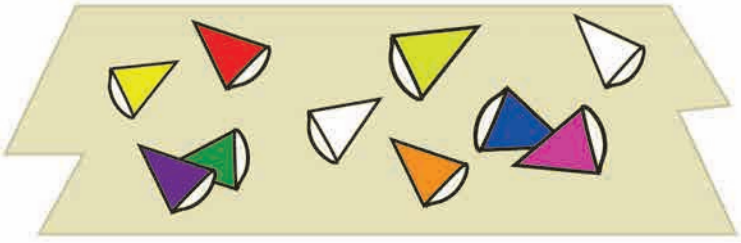
It is easy to count the objects only after reciting the numbers from one to ten. So ask the children to sing the number song. Students will happily practise reciting from one to ten by singing the song.



One two three, four five six seven eight
nine ten, my fingers are ten.
Let's count them, now and again,
everybody has fingers just ten.

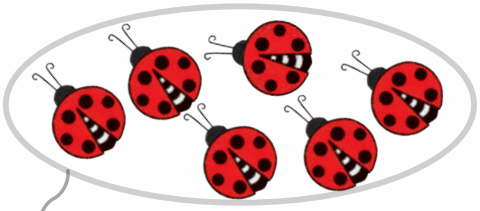
Decorate them, with papercaps,
that are so, easy to get
Red Yellow, blue purple,
or is the white your best

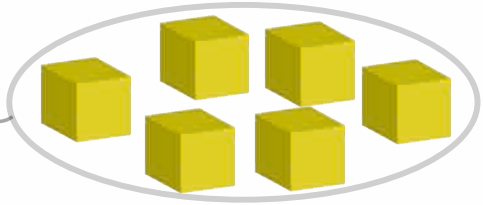
How many, caps everybody
then should obtain
Each finger, to have a cap
then, the caps also ten.



SVSE86

Understand and write 6

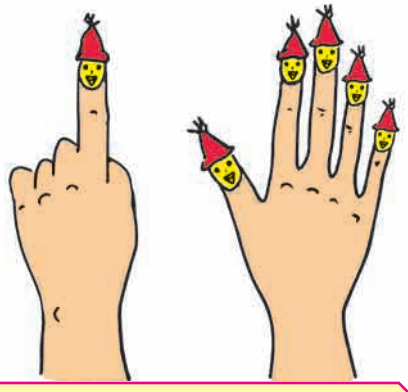




6

Six

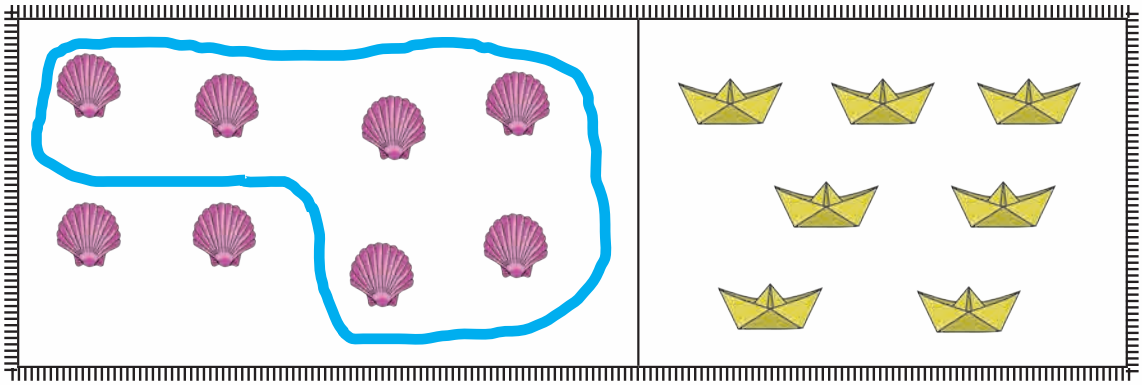
Five and one make six



Cockroach has legs six
count them if you wish

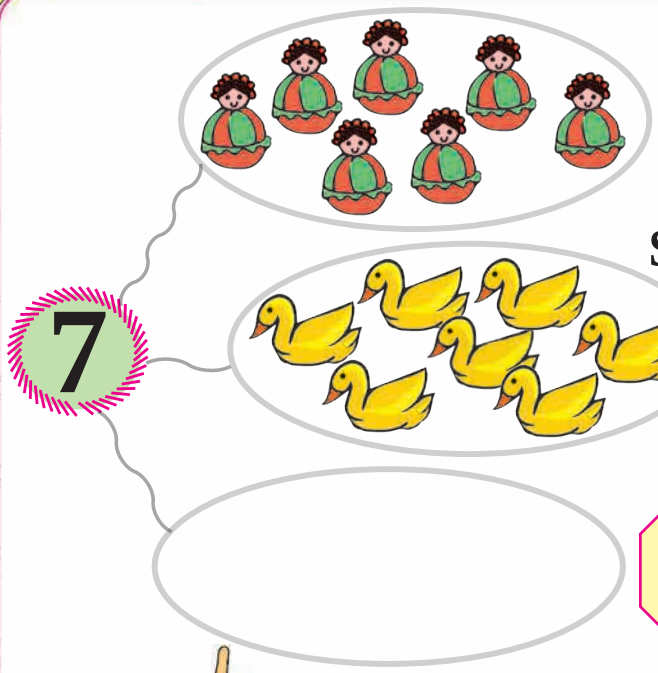
Draw six beads

Place the string in such a way that six objects will be in its loop.



6	6	6	6	6	6
6					

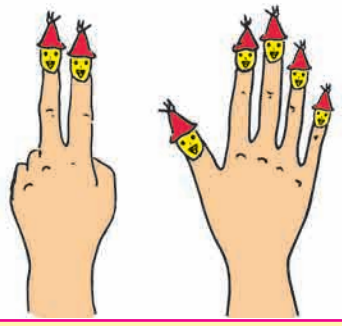
Understand and write 7



Six and one make seven

7

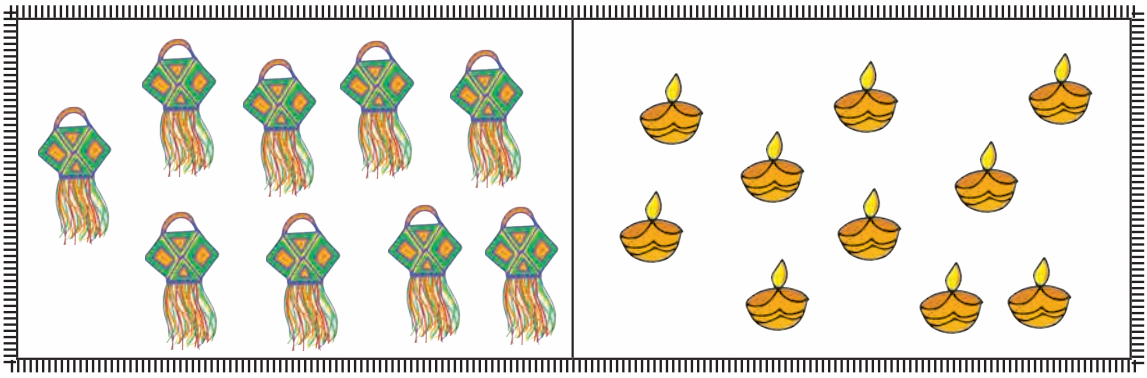
Seven



Seven, Seven, Seven
A Rainbow has colours seven,
A week has days seven.

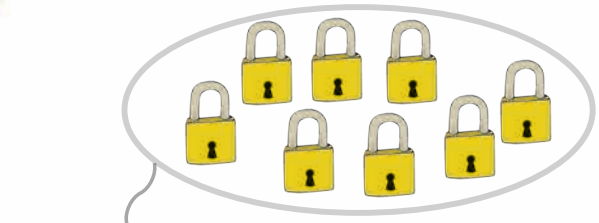
Draw seven beads

Place the string in such a way that seven objects will be in its loop.

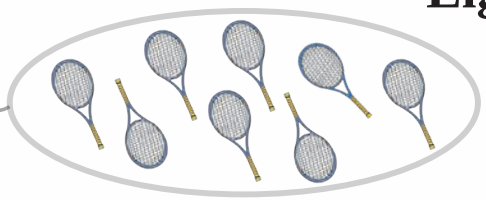


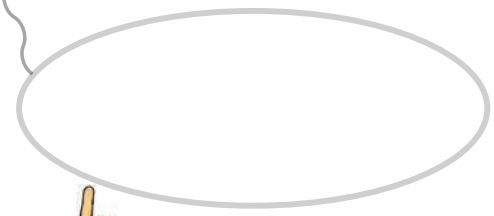
7	7	7	7	7	7
7					

Understand and write 8



8

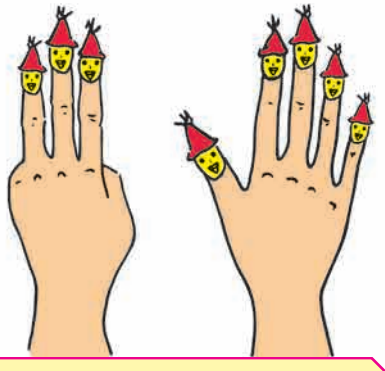




Seven and one make eight

8

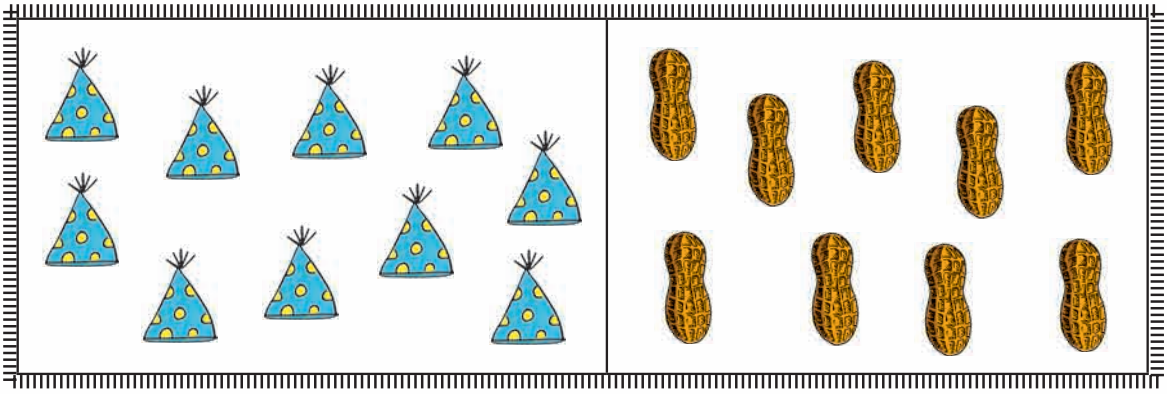
Eight



Eight, Eight, Eight
An umbrella has sticks eight,
Come on children sit up straight.

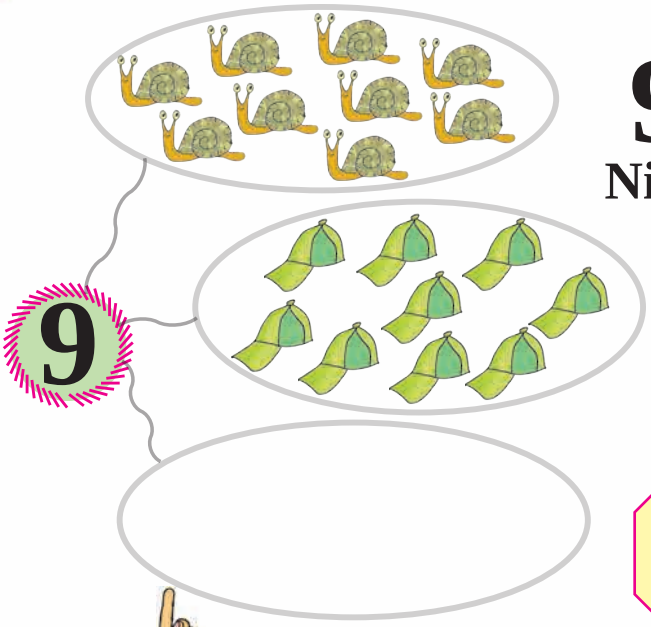
Draw eight beads

Place the string in such a way that eight objects will be in its loop.



8					

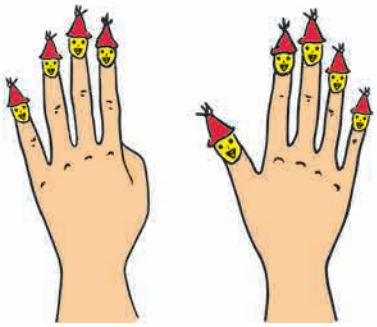
Understand and write 9



Eight and one make nine

9

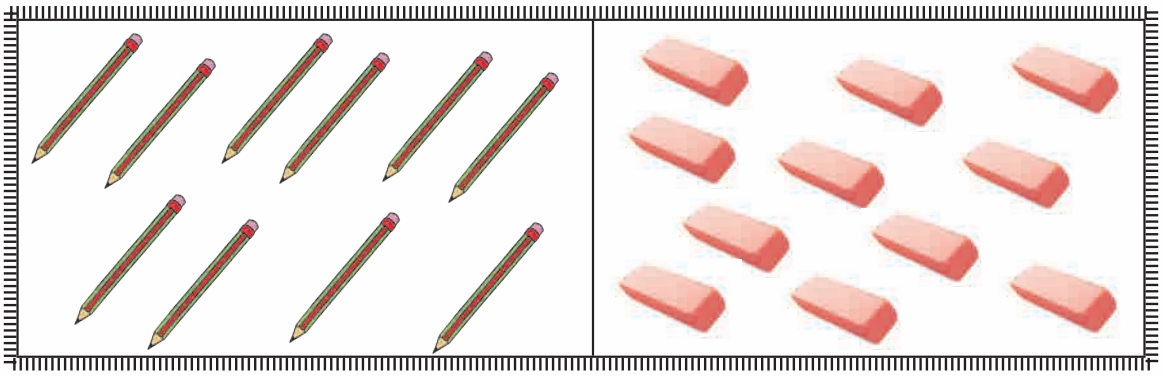
Nine



Nine, Nine, Nine
The clock struck nine,
All the children, stand in a line

Draw nine beads

Place the string in such a way that nine objects will be in its loop.



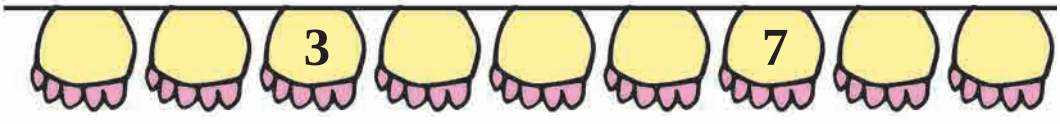
9	9	9	9	9	9
9					

Practice 1 to 9

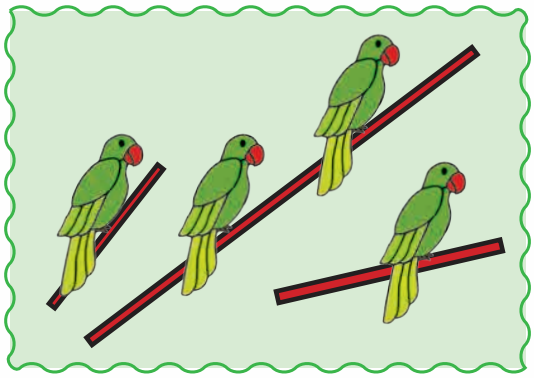
1, 2, 3, 4, 5, 6, 7, 8, 9 are symbols used for numbers. They are called digits. Practise writing the digits.

1									
2									
3									
4									
5									
6									
7									
8									
9									

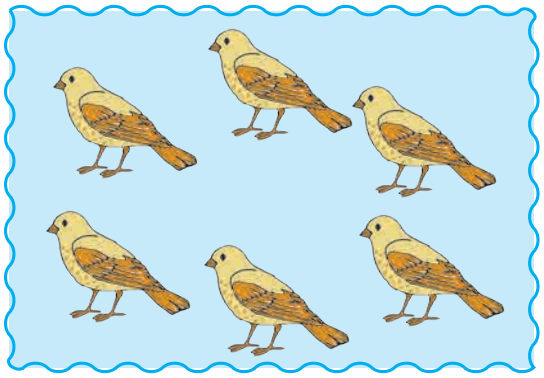
Write numbers in the blank spaces.



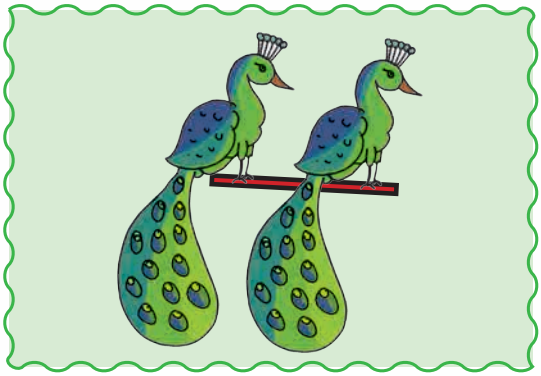
Count and ◯ the correct number.



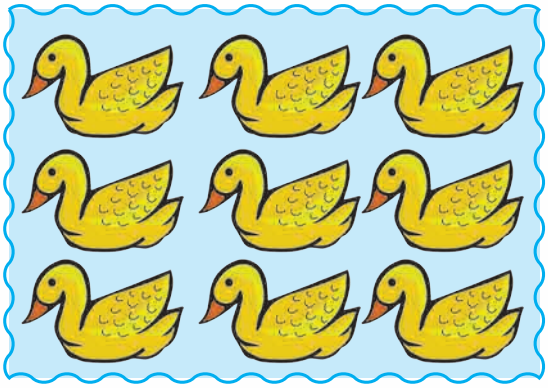
4 7 3 5



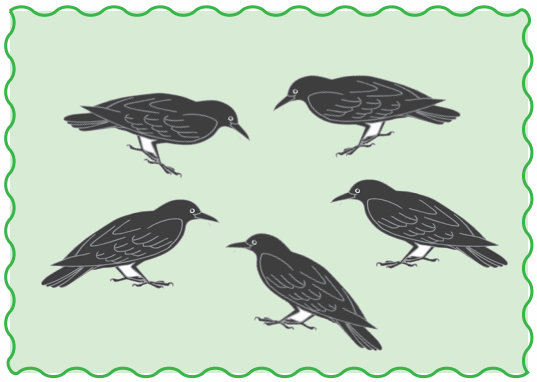
3 7 6 8



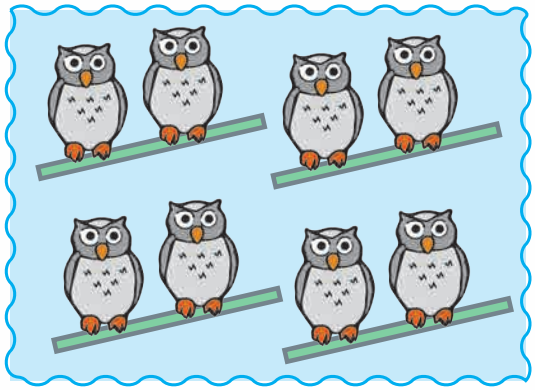
4 2 3 5



8 7 9 6



2 5 4 3



7 8 9 6

Count and write

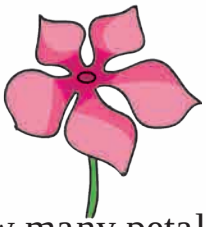
How many wings does a bird have?

How many colours does a rainbow have ?

How many wheels does a rickshaw have ?

How many corners does a slate have ?

How many legs does a cockroach have ?



How many petals does the flower have ?

How many legs does an octopus have?

How many handles does a cup have ?

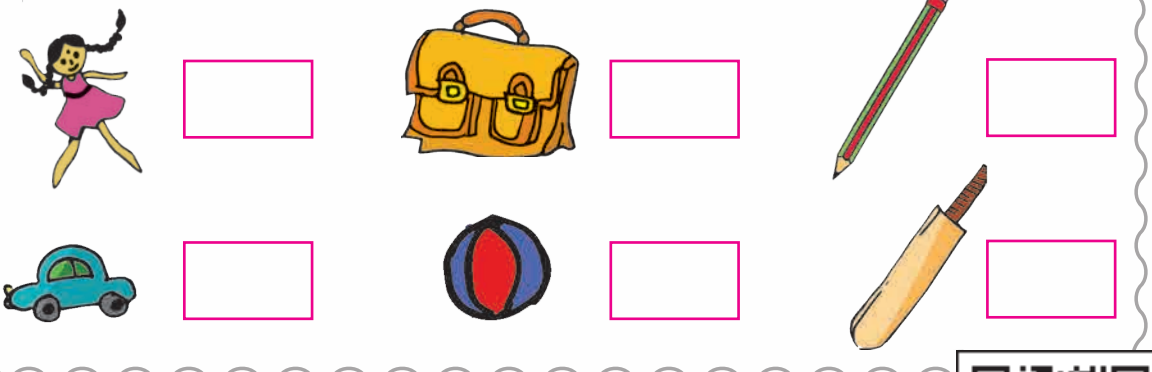
Count and write

Picture	Numbers	
	in digits	in words
●	1	One
●●		Two
●●●		Three
●●●●		Four
●●●●●		Five

Picture	Numbers	
	in digits	in words
●●●●●●		Six
●●●●●●●		Seven
●●●●●●●●		Eight
●●●●●●●●●		Nine

Observe the picture carefully

Count the objects and write their numbers in the given boxes.

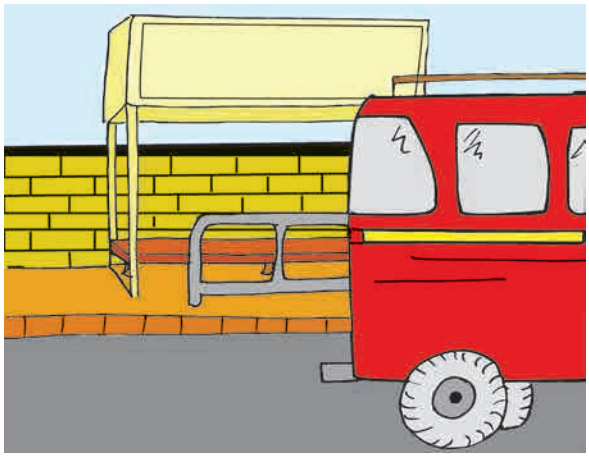


SW2A9T

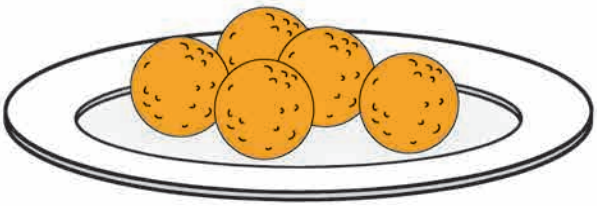
Introduction and writing of Zero

Zero is written as ‘0’.

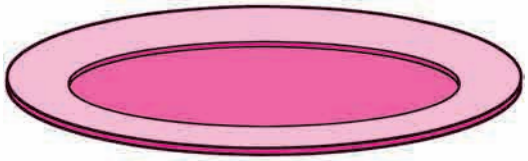
☐ Passengers are waiting for a bus.



☐ Passengers went in the bus. Zero passengers remain.



The white dish has ☐ laddoos.



Pink dish has no laddoos. It means there are ☐ laddoos.

Instructions for teachers

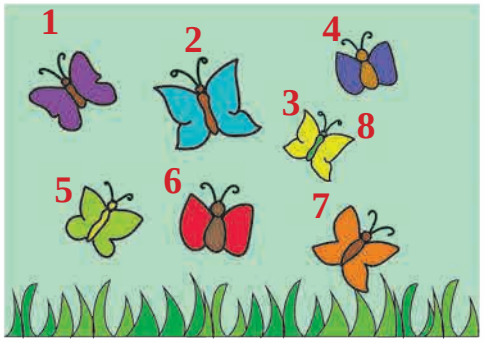
Take a tin box. Put some pebbles in the box. Shake the box. Let the children hear the sound. Remove all the pebbles from the box and shake the box again. Now ask students why there is no sound and let them understand that zero pebbles means no pebbles.

Zero means nothing

SWB6BG

Let us count the butterflies!

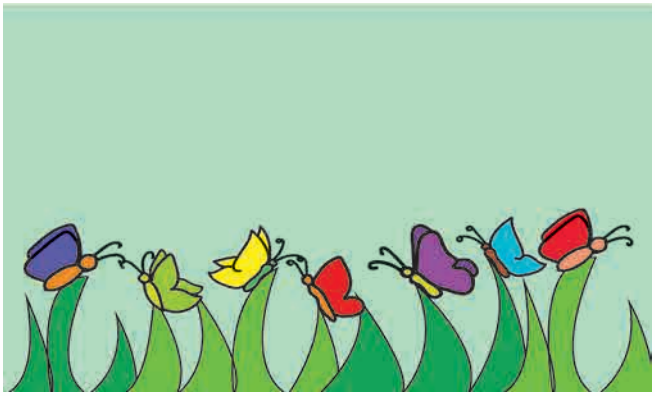
Has Yash counted correctly ?



Is Rama's counting correct ?

Magician Kingfisher came to their help,
He told the butterflies
to stay in a line.

Is the counting easy now?
How many butterflies are there?

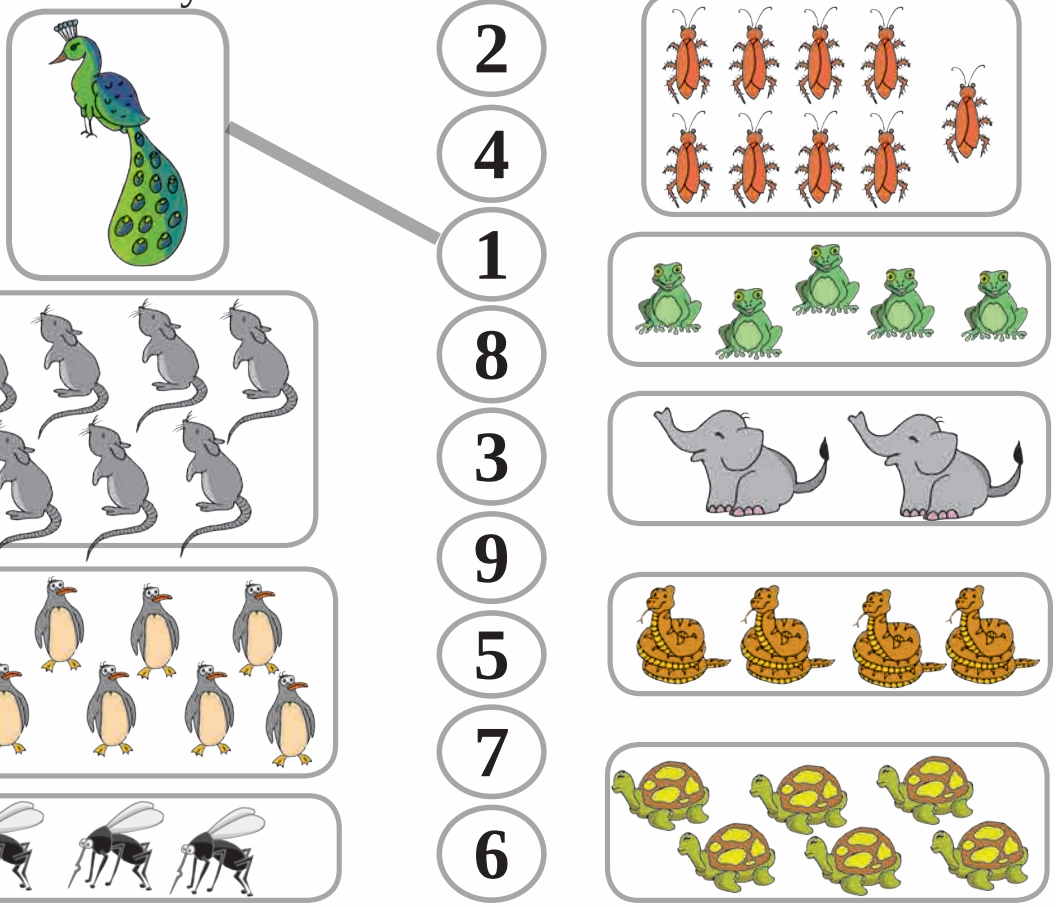


What is easier ? counting children while they are playing or while they are standing in a row ?

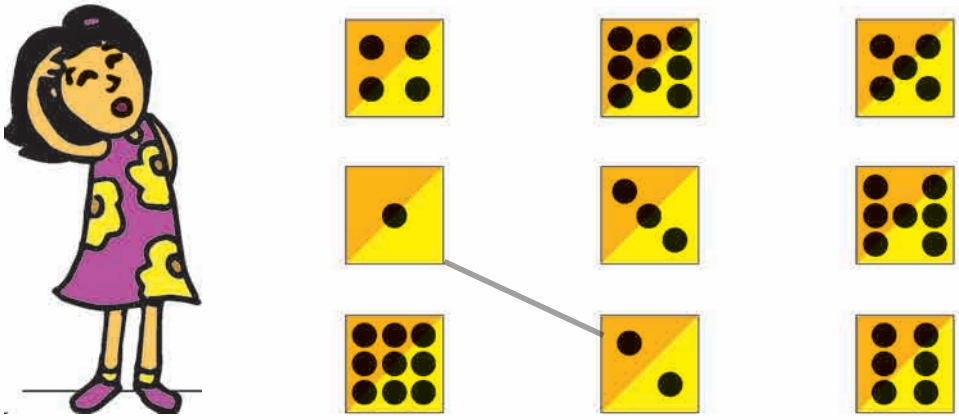
Instructions for teachers

Make groups and ask children to discuss the above point.

Join the picture with the correct number, as Yash has done for you.



Help Rama to join numbers 1 to 9 in the increasing order.

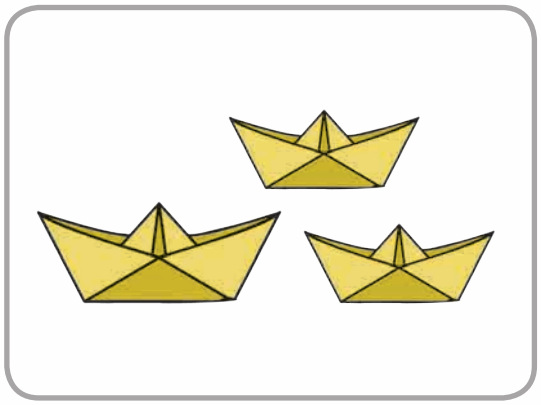


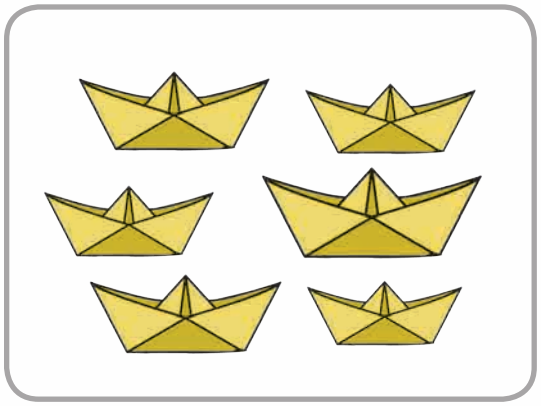
Just for fun...

Write your name. Count the number of letters in your name and the number of letters in your friends' name. Compare the number of letters in different names. Which name has the maximum letters ? Also write five -lettered names.

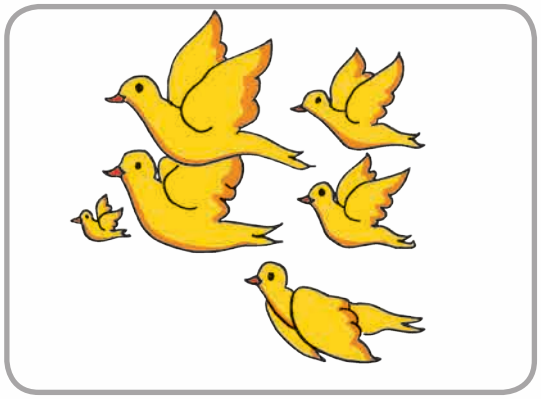
Less More

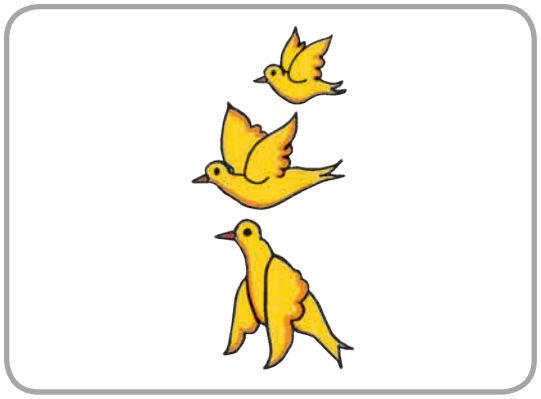
Colour the ☐ under picture having more children.





Colour the ☐ below the picture having less boats.

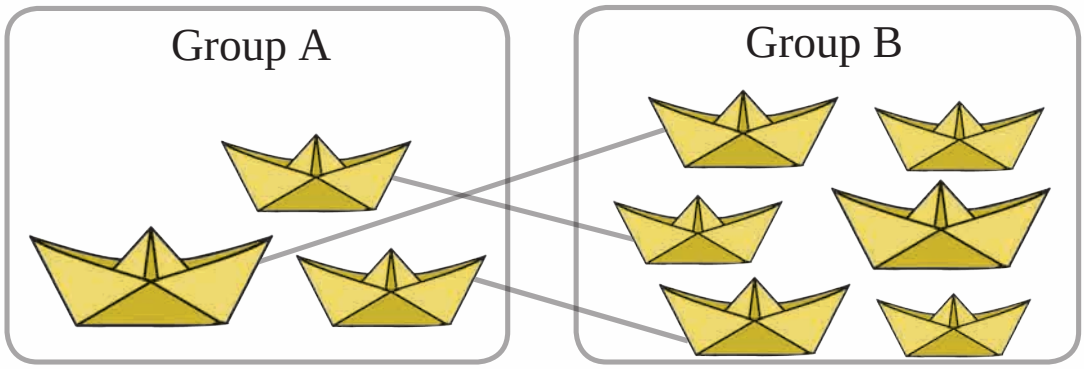




Colour the ☐ below the picture having more birds.

One to one pairing

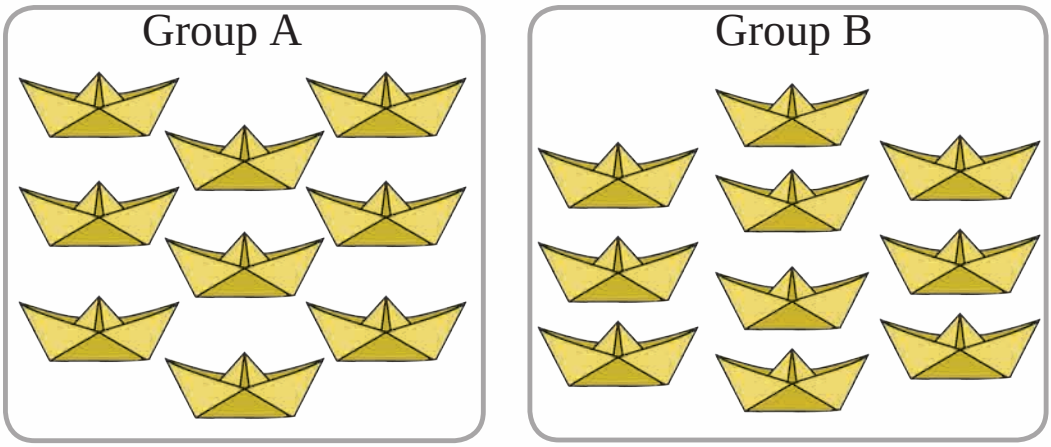
Let us pair the boats in group A and group B.



By joining one boat in group A with one boat in group B, we observe that, the boats in group A are over. Some boats in group B remain. It means that boats in group B are more.

Pairing helps to decide more or less.

Pair the boats in group A and group B and observe.



The boats in which group are over ?

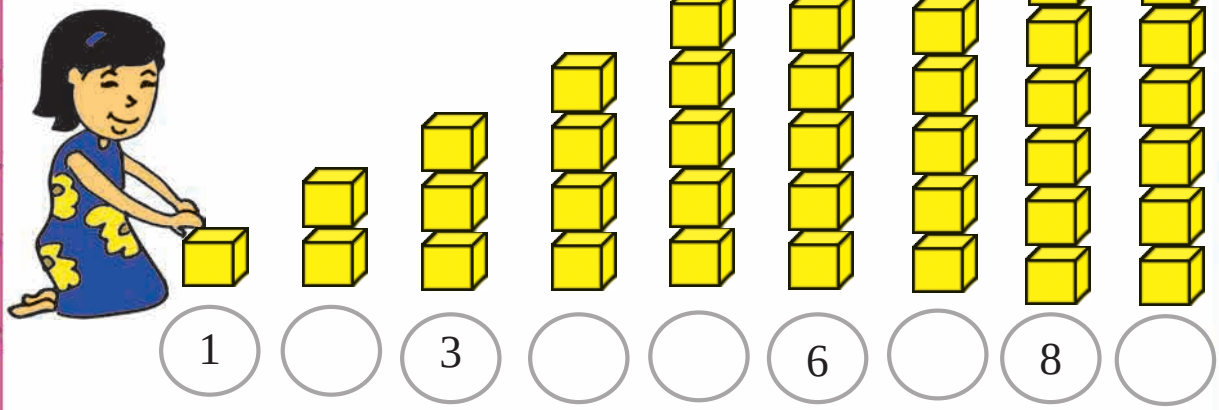
Colour the box under the group which has less boats.

Let us understand...

When the number of boats is large, it is easier to use the pairing to know which group is bigger.

Increasing - Decreasing order

Count the blocks together with Rama.
Write the number below the picture.
Make a tower of given number of blocks.

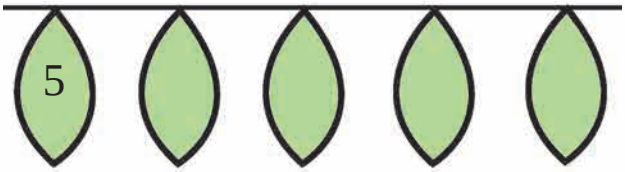


1		3			6		8	

We have learnt the numbers from 1 to 9 is increasing order.
We can write these numbers in a reverse or decreasing order.

Observe the numbers written in decreasing order.

Write in the increasing order.



Write in the decreasing order.

SHK2D4

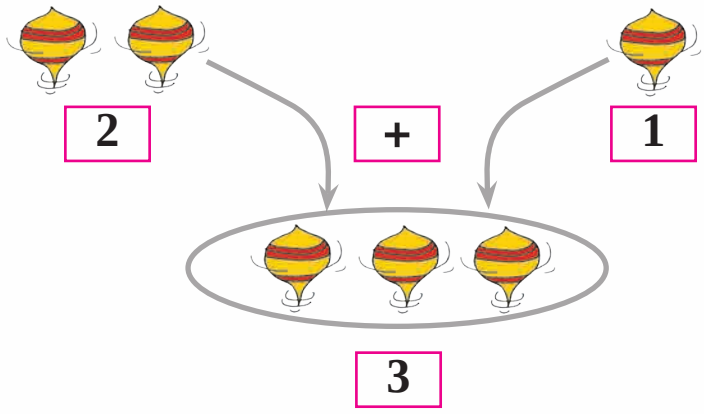
Let us 'Add'

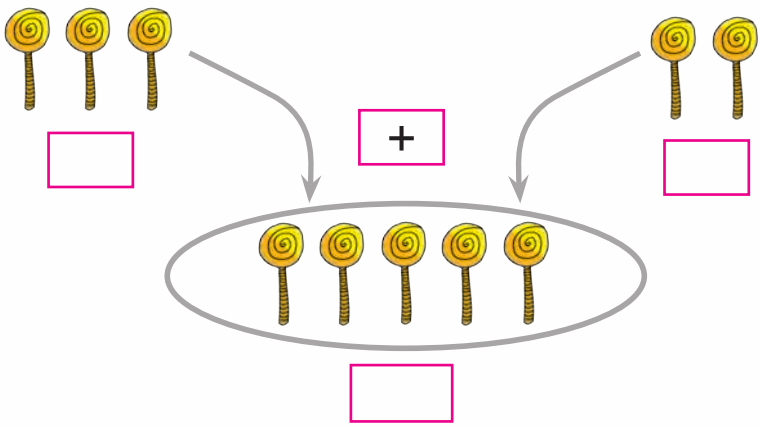
Rama has 1 block.

Yash has 1 block.

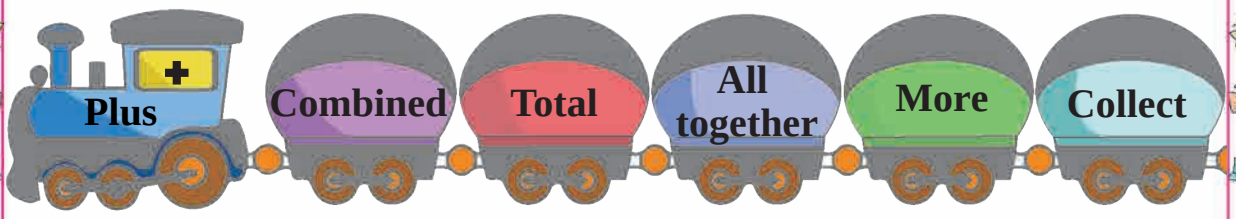
They together have **2** blocks.

To add two numbers, **+** sign is used. It is read as 'plus'. The sign = shows equality. It is read as 'is equal to'.



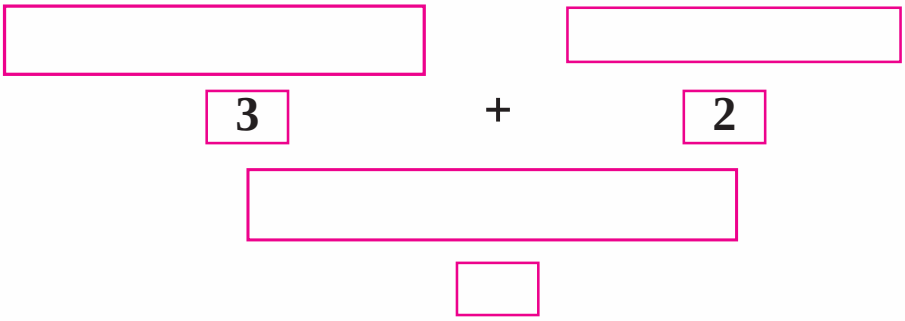


Observe the addition train.



Are there any more words to show addition? For example :
to gather, ...

Draw beads to match the given numbers and add them.



Count the pictures and add.

3 + 5 = ☐

Three Plus Five Equal to Eight

4 + 3 = ☐

5 + 4 = ☐

4 + 4 = ☐

Addition of Zero

Add, write the numbers and draw proper pictures.



2 + 0 = 2



3 + 0 =



1 + 0 =



5 + =

Let's practise addition.

4 + 1 =

3 + 5 =

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

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

5 + = 7

8 + = 9

2 + = 5

+ = 8

Read and solve.

- Salil had 6 chalks. Hameed gave him 3 more chalks. How many chalks does Salil have in all ?

6	Salil's chalks
+ 3	Hameed gave
9	Total chalks

- Ketan has 4 almonds and Neha has 4 almonds. How many almonds do they together have ?

4	Ketan's almonds
+ 4	Neha's almonds
	Total almonds

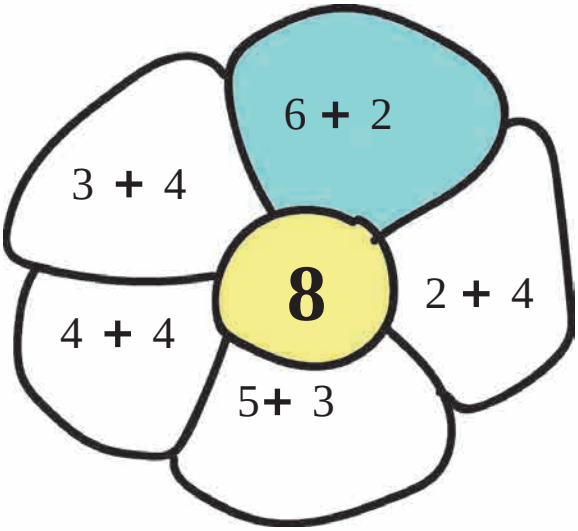
- Joseph has 7 flowers and Angel has 2 flowers. Find the total number of flowers with them.

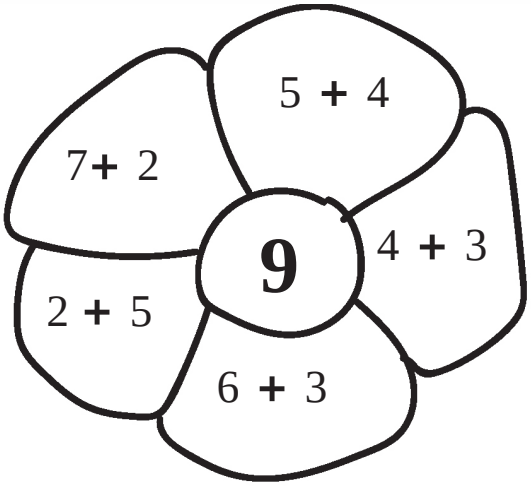
	Joseph's flowers
	Angel's flowers
	Total flowers

- Jiya has 5 beads and Parmeet has 3 beads. How many beads do they have together ?

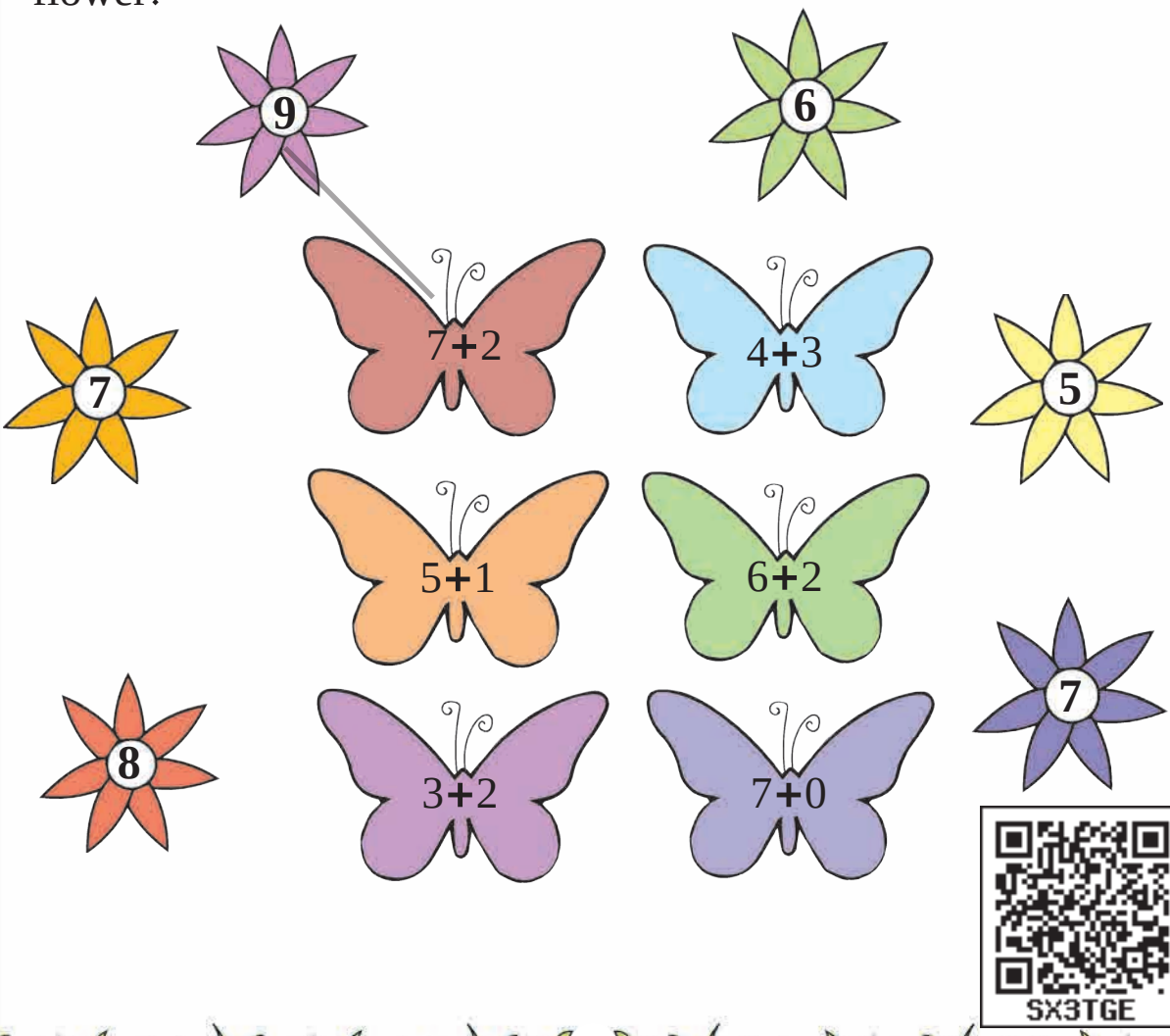
	Jiya's beads
	Parmeet's beads
	Total beads

Colour the petals whose answer is equal to number in the circle.

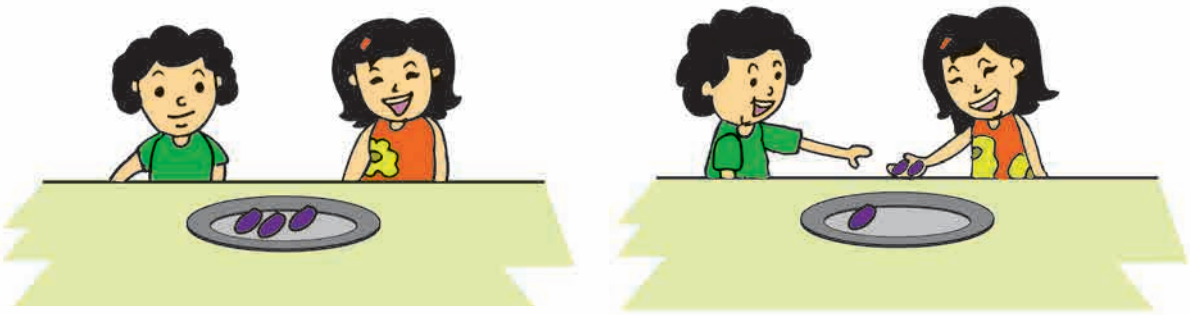




Add the numbers given on a butterfly and join it with the correct flower.

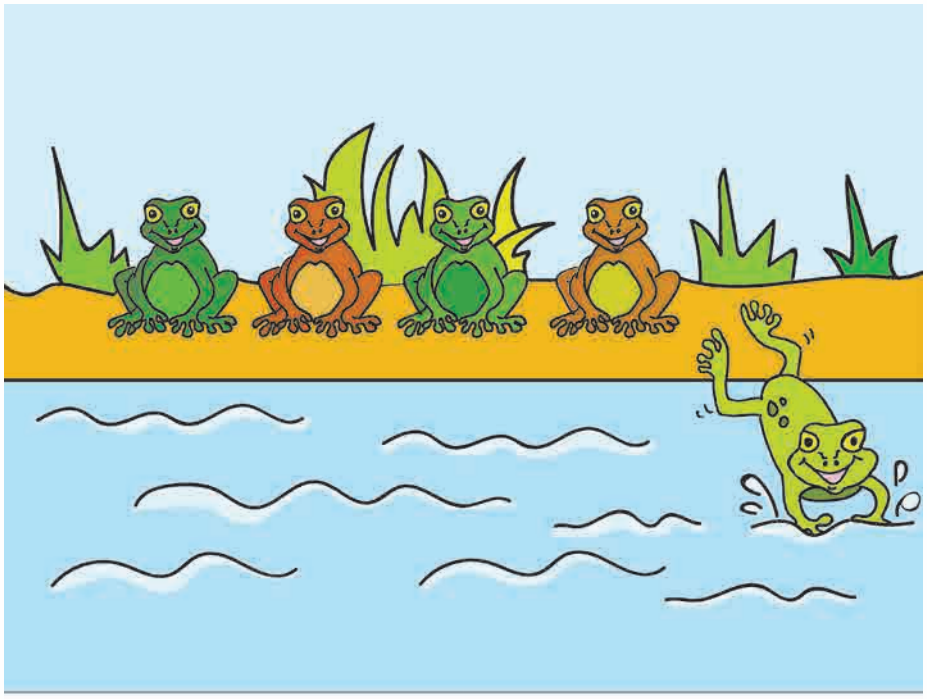


Let us learn subtraction.



Yash had **3** *Jamuns*. He gave **2** *Jamuns* to Rama, how many *Jamuns* does he have now ?

3 – 2 = 1

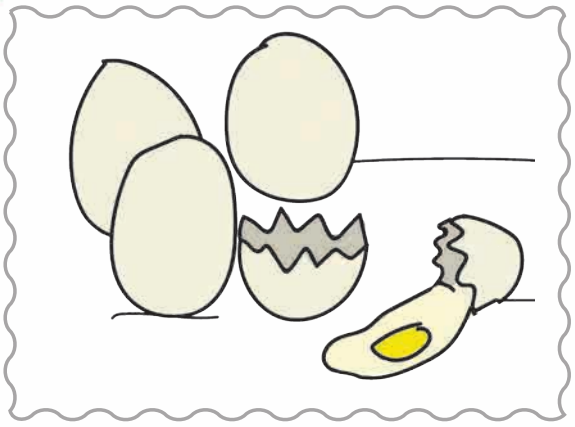


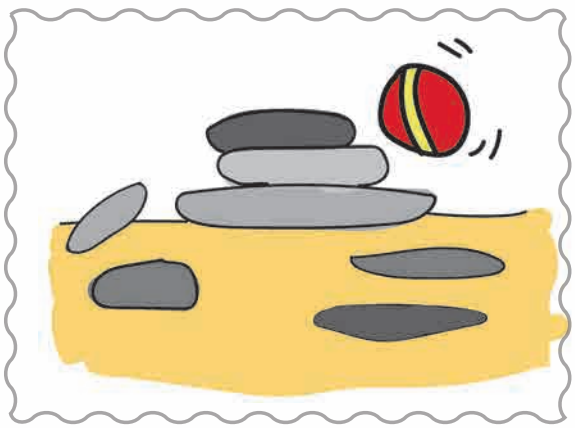
Did you observe this picture?

Five frogs were on a river bank. One frog jumped into water. Count how many frogs are on the river bank now.

5 – 1 = ☐

5
– 1

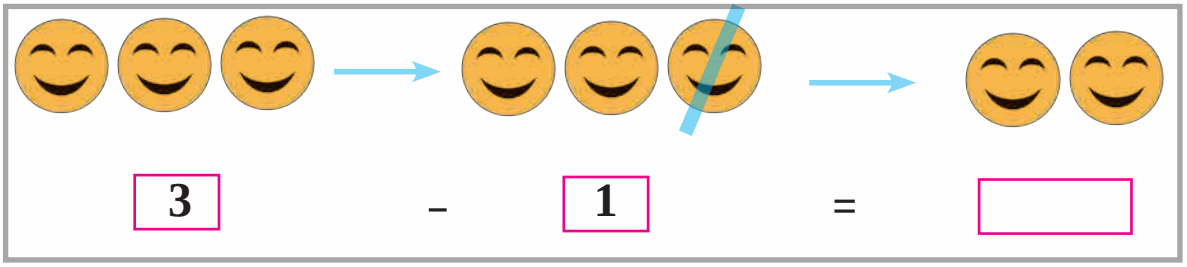




The above pictures are drawn by our friends. Make stories for the pictures. Can you draw some similar pictures and ask your friends to make a story ?

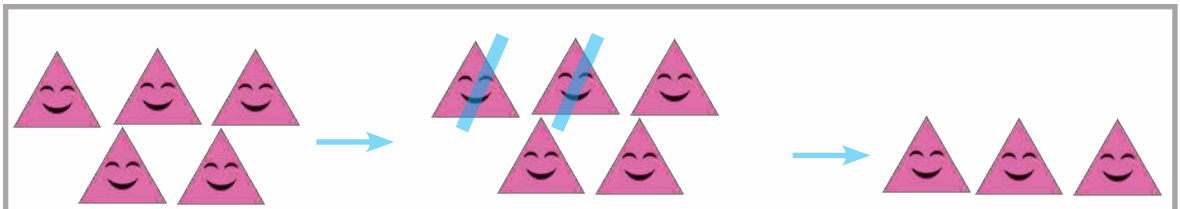
Taking away a smaller number from a big number is called Subtraction. It is shown by the sign '–' and read as 'minus'.

Observe the pictures and fill in the boxes.

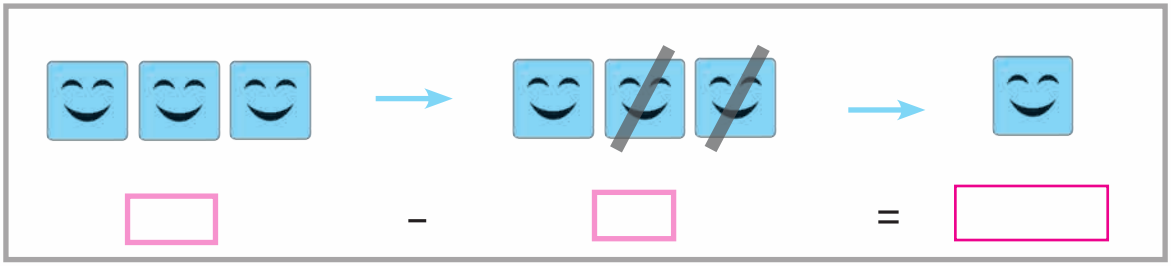


3 – 1 = ☐

4 – 2 = ☐



5 – 2 = ☐



☐ – ☐ = ☐

SXCPI2

The story of Laddoos

Mother made **6** laddoos and kept them in a jar. Then she went to the market to buy vegetables. When Rama came home from school, she saw the laddoos. The ladoos were very tempting. Rama ate **2** laddoos. When mother came home, she saw **4** laddoos in it.

Mother : Rama, did you eat 2 laddoos ?

Rama : I ate one laddoo mother.

Mother : Rama, are you telling the truth ?

Rama : Mother, I liked the laddoo very much. So I ate one more laddoo.

Mother : Very good ! I am happy that you spoke the truth. Now take one more laddoo for you. Give one laddoo to your father one to your grandmother and I will eat this one.

Did you like the story ? Now tell us,

1) How many laddoos did mother keep in the jar ? ☐

2) How many laddoos did Rama eat ? ☐

3) How many laddoos did mother give to Rama as an award for telling the truth ? ☐

4) How many laddoos did Rama give in all to her father and grandmother ? ☐

5) How many laddoos did mother take for herself ? ☐

6) How many laddoos were left in the jar at the end ? ☐

Write the correct numbers in the boxes.

5 - 3 = ☐

2 - 1 = ☐

$$\begin{array}{r} 8 \\ -\ 2 \\ \hline \square \end{array}$$

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

6 - ☐ = 1

7 - 3 = ☐

9 - ☐ = 9

☐ - ☐ = 8

Read and solve.

- Nagma had 5 berries, she gave 3 berries to Salma. How many berries are left with Nagma now ?

5	Berries Nagma had
– 3	Berries given to Salma
☐	Berries left with Nagma

- A fruit-basket contained 9 custard apples. My brother distributed 6 of them to his friends. Find the number of custard apples remaining in the basket.

9	Custard apples in the basket
– ☐	Custard apples distributed
☐	Remaining custard apples.

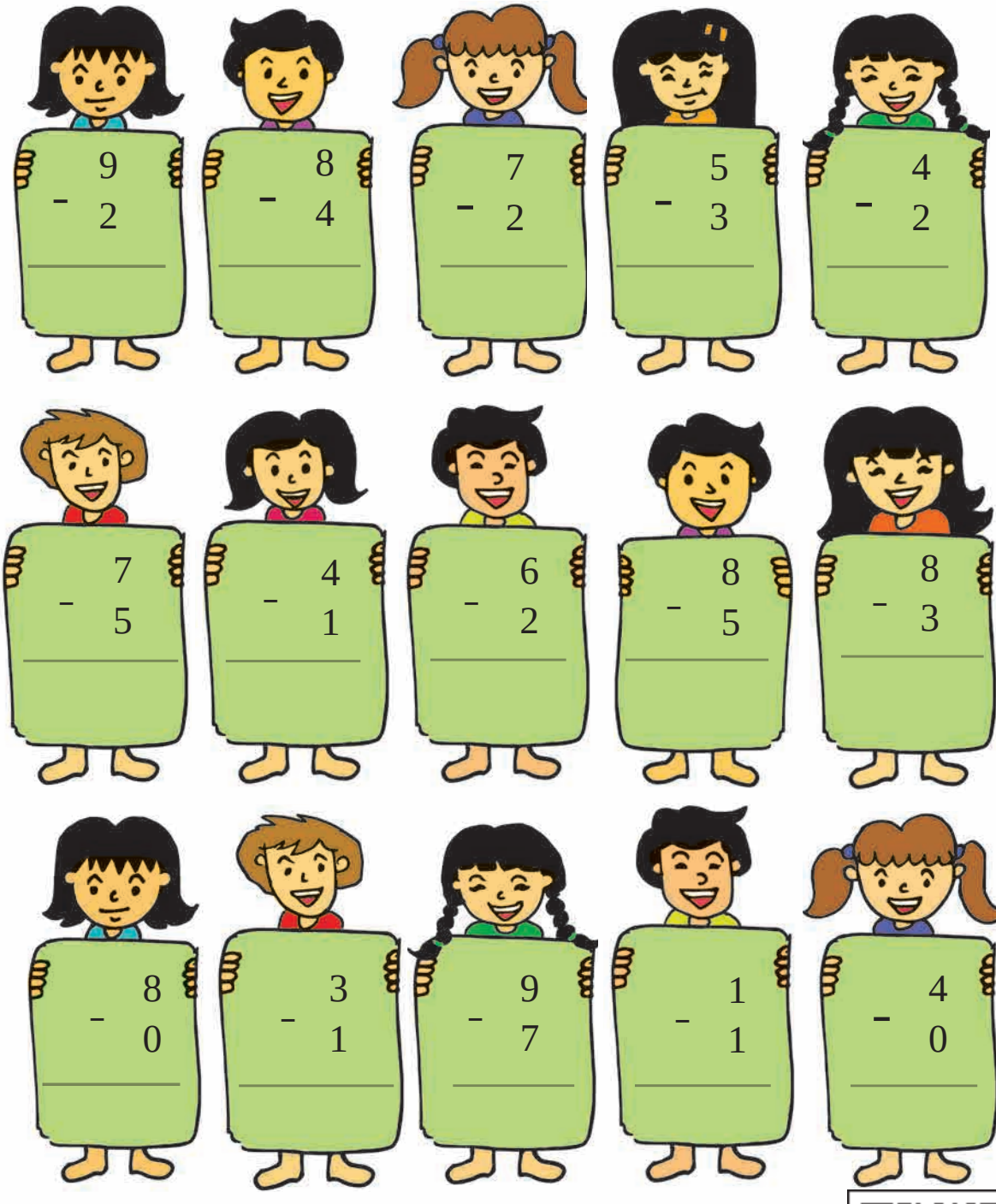
- There were 3 pencils with Samira. She gave 1 pencil to her friend. How many pencils are left with Samira now ?

☐	Pencils Samira had
☐	Pencils given to her friend
☐	Pencils left

- There were 4 laddoos in a jar. Balbir ate one of them. How many laddoos are there in the jar now ?

☐	Laddoos in the jar
☐	Laddoo eaten by Balbir
☐	Remaining laddoos in the jar

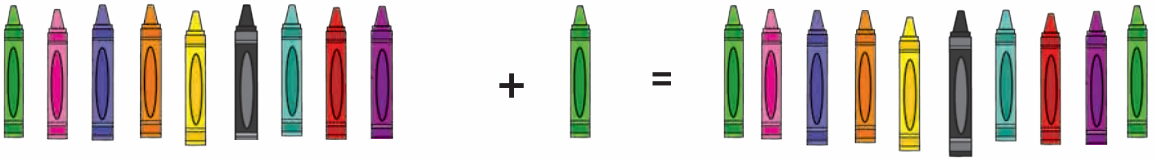
Do the following subtractions.

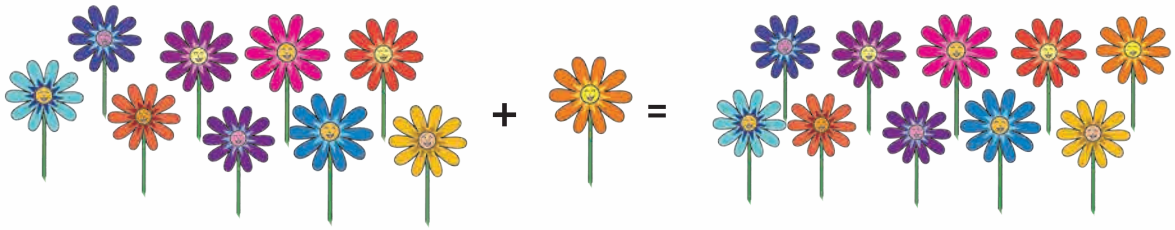


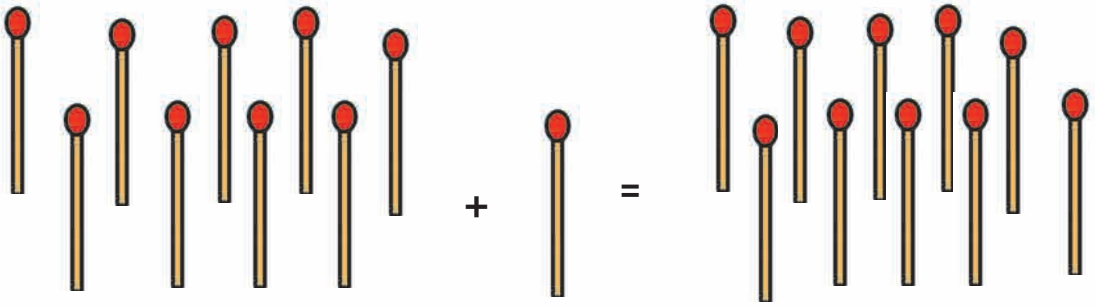
SXLKJP

Introduction and writing of 10

Nine and one make ten.





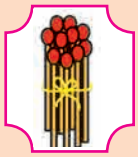


One to nine, each number has a unique sign
zero has an oval ring that is fine
we want no more signs to memorise
To write all numbers is an easy exercise
How can we write then the next number ten ?
‘10’ is how it's written !

10	10	10	10	10	10	10

Let us learn 'Tens'

Ten units gathered together, let us make a bunch of them. Tie them into a bundle and keep on the left side. Note that a 'Ten' is a set of ten singletons together. When they were single they were called 'units'. The house of Ten's is on the left and is now occupied. Zero fills the unit's house which was emptied.

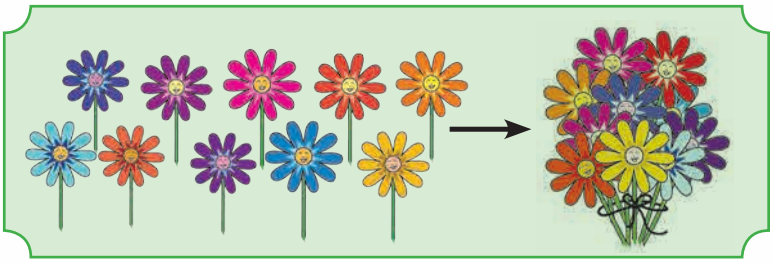


1 Tens

0

Zero units

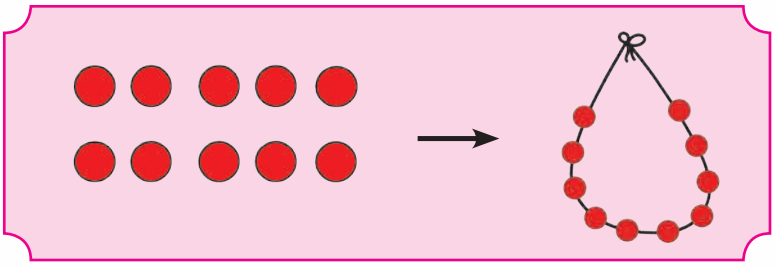
Let's understand ...



1 Tens

0

Zero units



1 Tens

0

Zero units

There, one bundle on the left side is a 'Ten'. A ten means a bundle of ten units or singles. Nothing is left in unit's house, so we write zero in it.

A ten has 1 ten and 0 units. And so the number ten is written as '**10**'

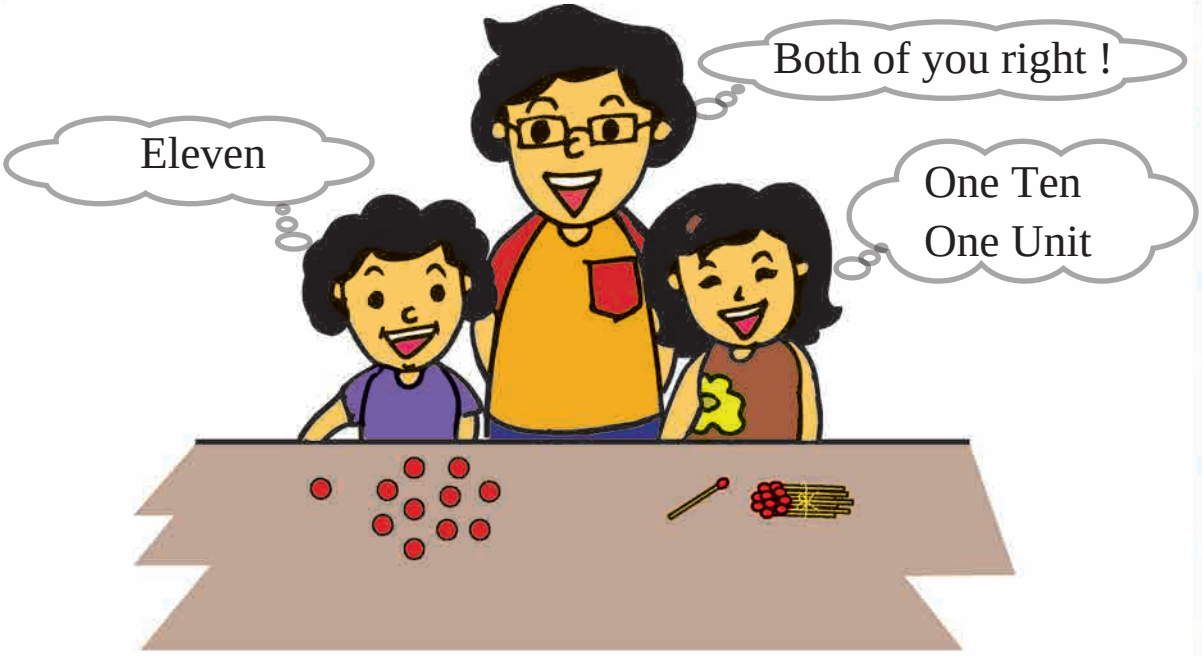
Tens	Units
1	0

Instructions for teachers

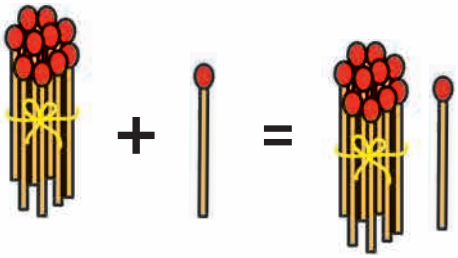
Instead of bundles, towers of blocks of ten or chains of ten beads can also be made. The concept of a ten can be taught using any of the above objects.

SXVGLC

Introduction and writing of 11 to 20



Ten and one make eleven



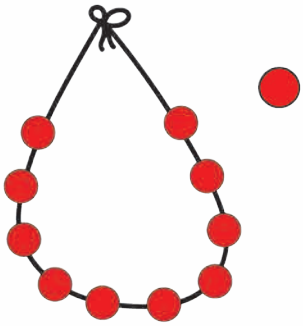
11

Eleven

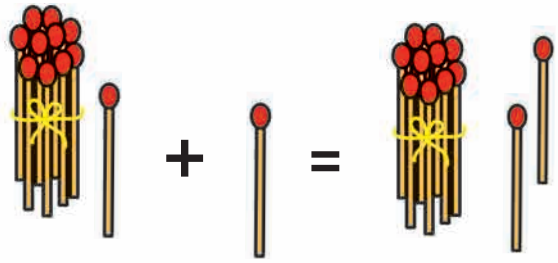
One Ten

One Unit

11	11	11	11	11	11



Eleven and one make twelve



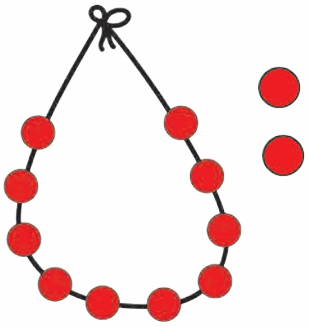
12

Twelve

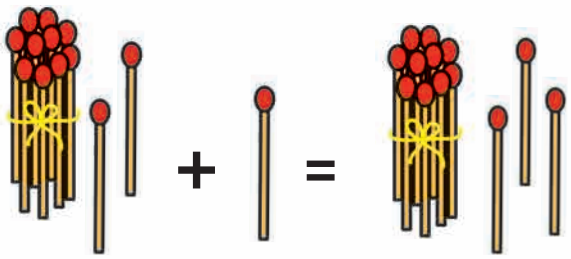
One ten

Two Units

12	12	12	12	12	12



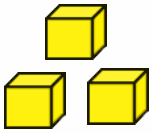
Twelve and one make thirteen



13

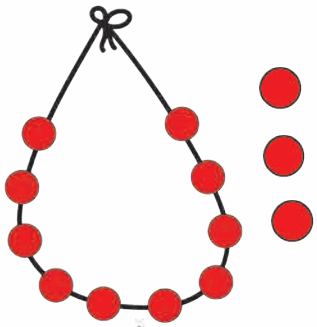
Thirteen

One ten

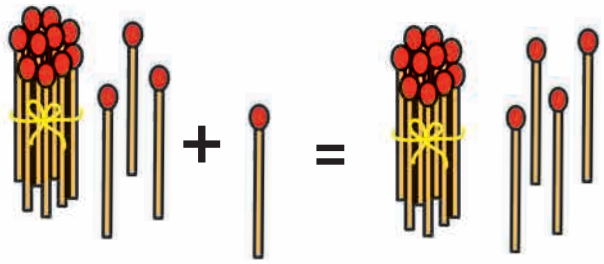


Three Units

13	13	13	13	13	13

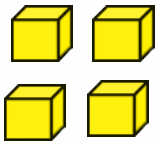


Thirteen and one make fourteen



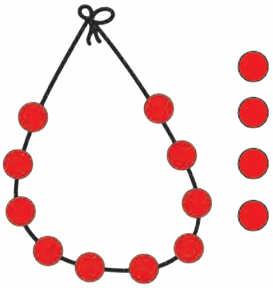
14

Fourteen

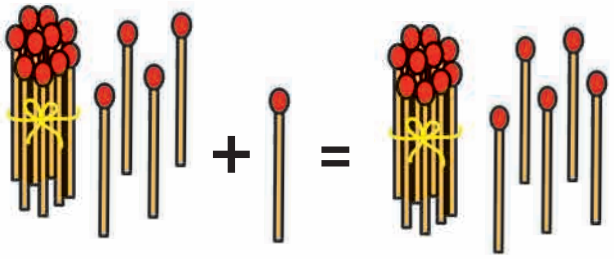


One Ten Four Units

14	14	14	14	14	14

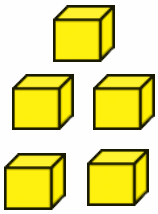


Fourteen and one make fifteen



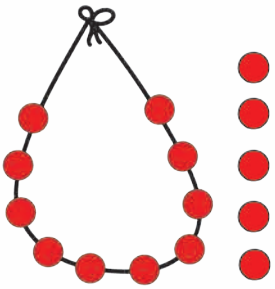
15

Fifteen

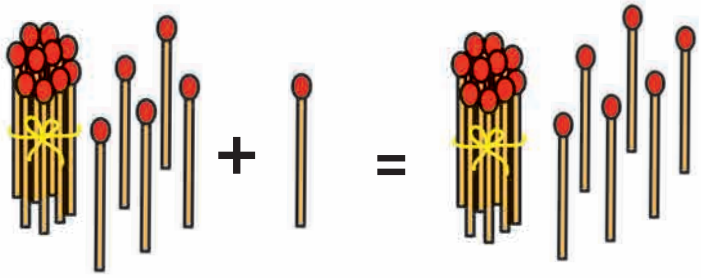


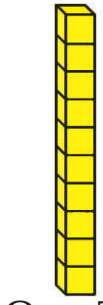
One Ten Five Units

15	15	15	15	15	15



Fifteen and one make sixteen

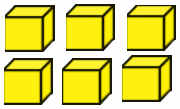




One Ten

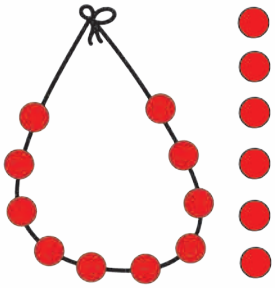
16

Sixteen

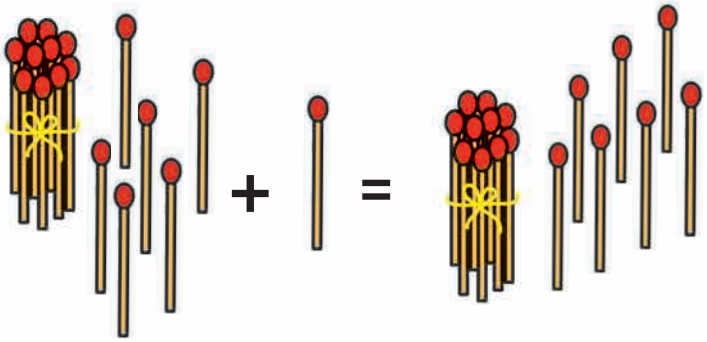


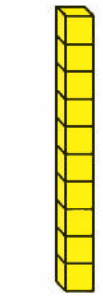
Six Units

16	16	16	16	16	16



Sixteen and one make seventeen

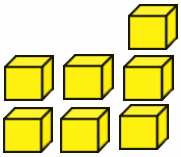




One Ten

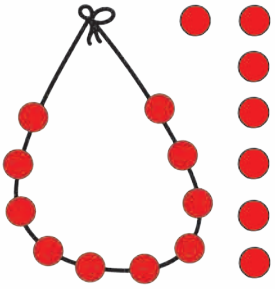
17

Seventeen

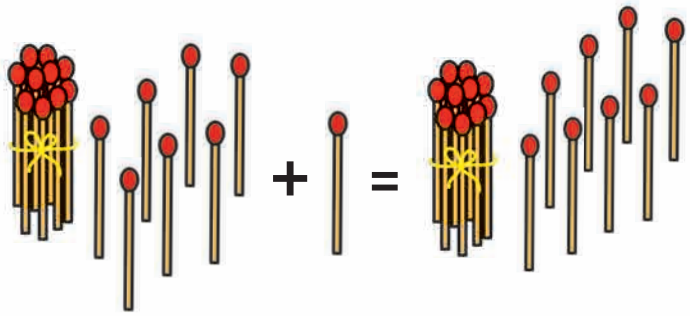


Seven Units

17	17	17	17	17	17

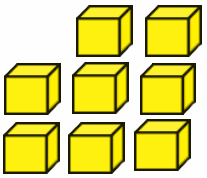


Seventeen and one make eighteen



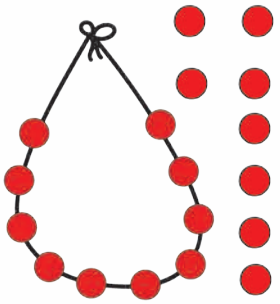
18

Eighteen

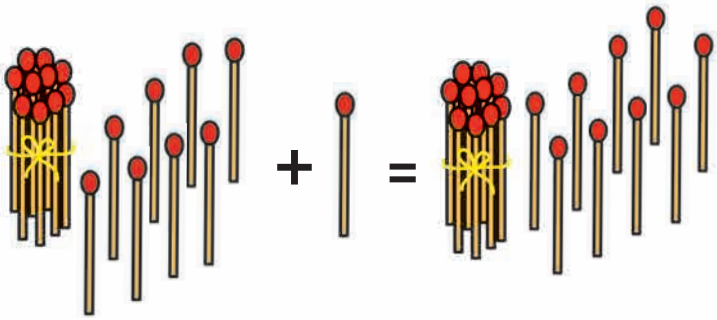


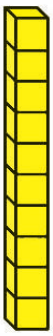
One Ten Eight Units

18	18	18	18	18	18



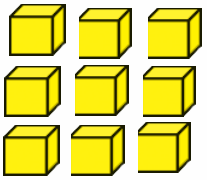
Eighteen and one make nineteen





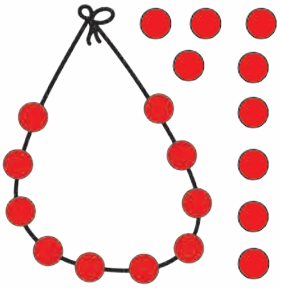
19

Nineteen

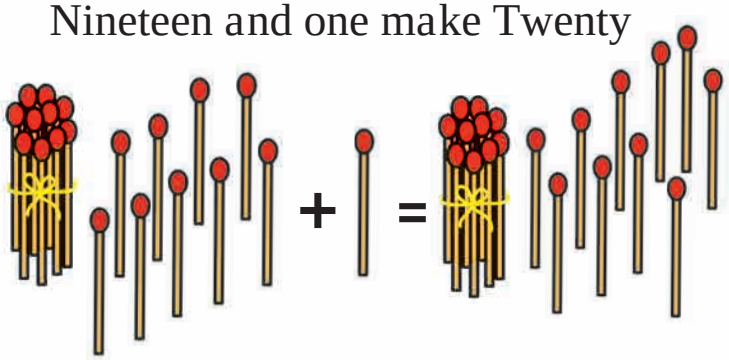


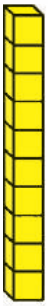
One Ten Nine Units

19	19	19	19	19	19



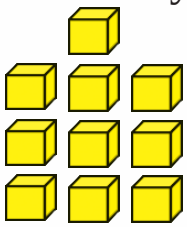
Nineteen and one make Twenty





20

Twenty

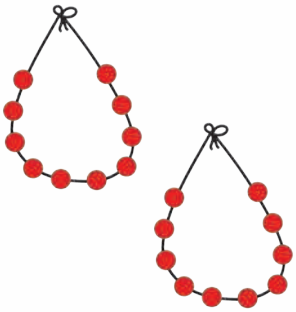


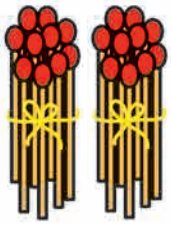
One Ten Ten Units

There is no digit bigger that 9. So, if there are 10 units, we tie them in a bundle. Keep that bundle in ten's house on the left.

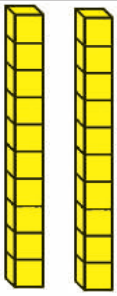
Now, there are two bundles of ten and nothing is left in unit's house, so we write zero there.

20	20	20	20	20	20





2 Tens **0** Units



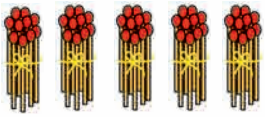
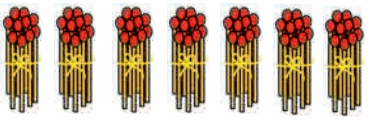
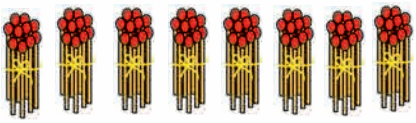
2 Tens **0** Units

Eleven Twelve	arrange, books on shelves
Thirteen Fourteen	put garbage in the bin
Fifteen Sixteen	Keep your room clean
Seventeen Eighteen	See, plants are green
Nineteen Twenty	Flowers are in plenty !

Teachers can use this song to make children learn numbers from 11 to 20. If children know the sequence, counting will be easy for them.

Steps of 'Ten'

Let's learn...

	Two Tens	20	Twenty
	Three Tens	30	Thirty
	Four Tens	40	Fourty
	Five Tens	50	Fifty
	Six Tens	60	Sixty
	Seven Tens	70	Seventy
	Eight Tens	80	Eighty
	Nine Tens	90	Ninety

SY5CMZ

Coins and currency notes

1 rupee

2 rupees

5 rupees

10 rupees

One rupee

Two rupees

Five rupees

Ten rupees

Twenty rupees

How can you give exact amount ?

2 rupees

4 rupees

5 rupees

10 rupees

20 rupees

Think

Can you make up the same amounts using other combinations of currency notes and coins ?

SYE8PM

Which notes or coins will you pay to buy given articles ?

Article	Price	Coins/Notes
	3 rupees	
	12 rupees	
	18 rupees	

Find the price of the article by counting coins.

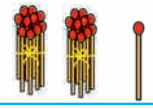
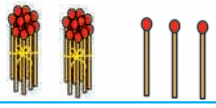
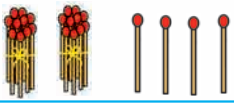
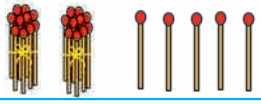
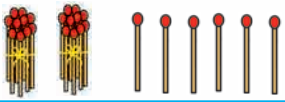
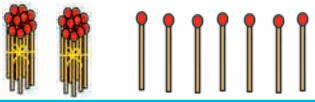
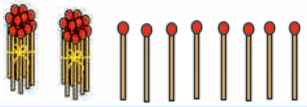
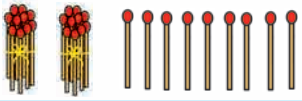
Article	Coins	Price
		
		
		

Read and write the answers.

1) A bunch of *methi* costs 10 rupees. How many five-rupee coins are needed to pay for it ?
2) A pencil was bought by giving 3 coins of two-rupee, so what was the price of the pencil ?
3) The price of a candle is rupees 10 and price of a match box is rupee1. Find the total price of one candle and one match box.
4) Ajahar bought a note book by giving one currency note of 10 rupees and one coin of rupees 10, what is the cost of the note book ?

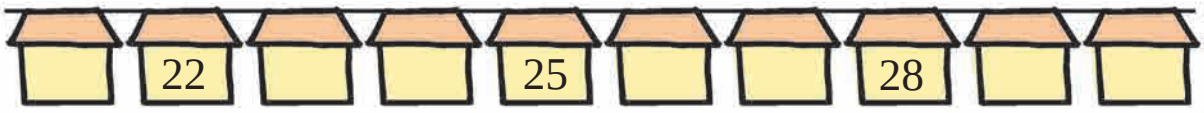
Introduction and writing of 21 to 30

Let's learn...

	Tens	Units			
	2	1	Two Tens One Unit	Twenty One	21
	2	2	Two Tens Two Units	Twenty Two	22
	2	3	Two Tens Three Units	Twenty Three	23
	2	4	Two Tens Four Units	Twenty Four	24
	2	5	Two Tens Five Units	Twenty Five	25
	2	6	Two Tens Six Units	Twenty Six	26
	2	7	Two Tens Seven Units	Twenty Seven	27
	2	8	Two Tens Eight Units	Twenty Eight	28
	2	9	Two Tens Nine Units	Twenty Nine	29
	3	0	Three Tens	Thirty	30

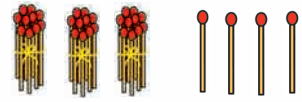
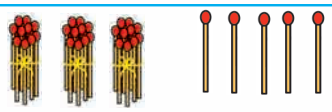
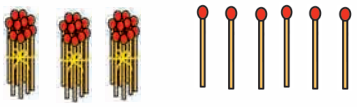
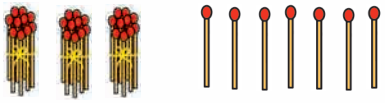
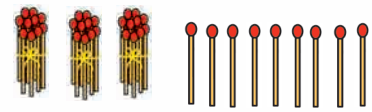
Toran of consecutive numbers.

House numbers in succession



Introduction and writing of 31 to 40

Let's learn...

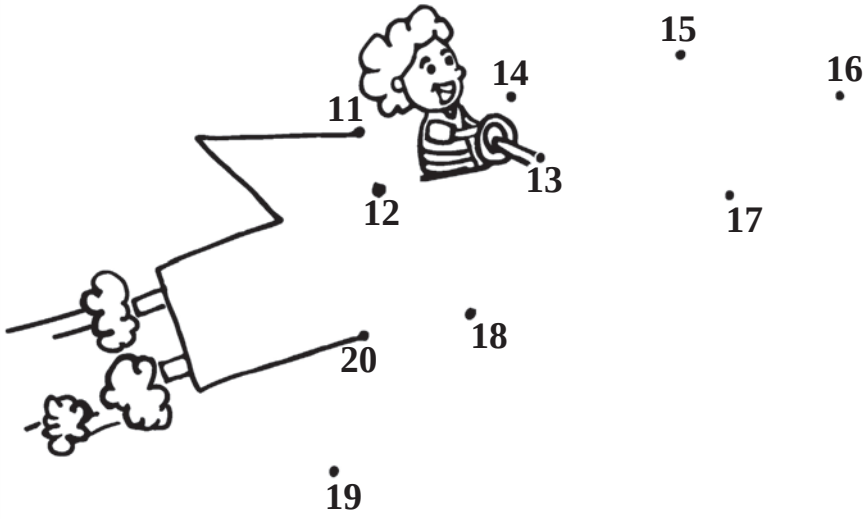
	Tens	Units			
	3	1	Three Tens One Unit	Thirty One	31
	3	2	Three Tens Two Units	Thirty Two	32
	3	3	Three Tens Three Units	Thirty Three	33
	3	4	Three Tens Four Unit	Thirty Four	34
	3	5	Three Tens Five Units	Thirty Five	35
	3	6	Three Tens Six Units	Thirty Six	36
	3	7	Three Tens Seven Units	Thirty Seven	37
	3	8	Three Tens Eight Units	Thirty Eight	38
	3	9	Three Tens Nine Units	Thirty Nine	39
	4	0	Four Tens	Fourty	40

Toran of consecutive numbers.

Write correct numbers in the blank spaces.

32 35 38

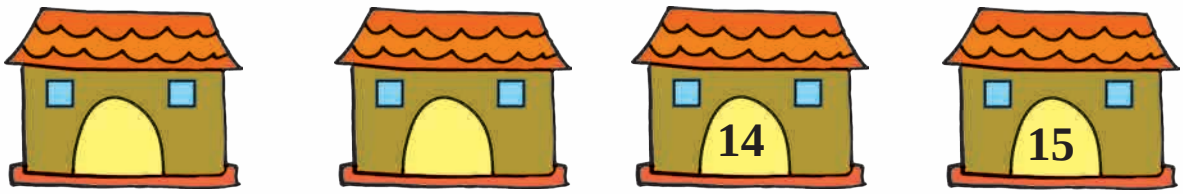
Let's join the dots in correct order and fly in the sky.



Write the next two successive numbers.

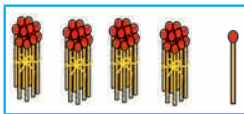
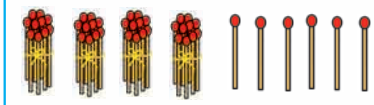
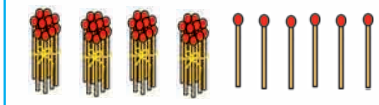
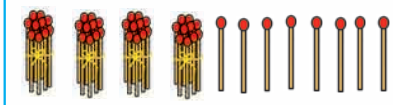
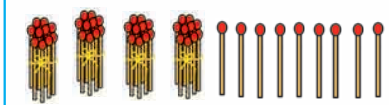
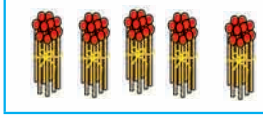
Write the middle number in gap.

Write the two successive numbers before the given numbers.



Introduction and writing of 41 to 50

Let's learn...

	Tens	Units			
	4	1	Four Tens One Unit	Forty One	41
	4	2	Four Tens Two Units	Forty Two	42
	4	3	Four Tens Three Units	Forty Three	43
	4	4	Four Tens Four Units	Forty Four	44
	4	5	Four Tens Five Units	Forty Five	45
	4	6	Four Tens Six Units	Forty Six	46
	4	7	Four Tens Seven Units	Forty Seven	47
	4	8	Four Tens Eight Units	Forty Eight	48
	4	9	Four Tens Nine Units	Forty Nine	49
	5	0	Five Tens	Fifty	50

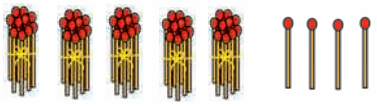
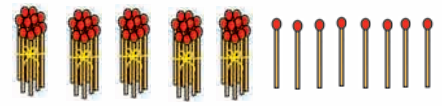
Toran of consecutive numbers.

Write correct numbers in the blank spaces.

42 47

Introduction and writing of 51 to 60

Let's learn...

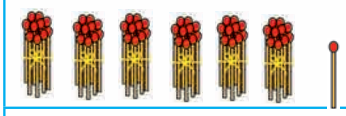
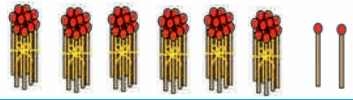
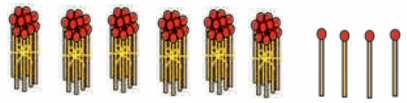
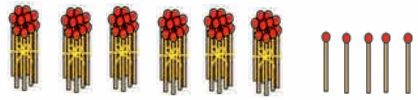
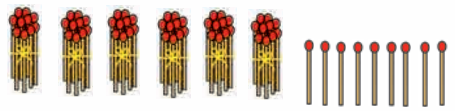
	Tens	Units			
	5	1	Five Tens One Unit	Fifty One	51
	5	2	Five Tens Two Units	Fifty Two	52
	5	3	Five Tens Three Units	Fifty Three	53
	5	4	Five Tens Four Units	Fifty Four	54
	5	5	Five Tens Five Units	Fifty Five	55
	5	6	Five Tens Six Units	Fifty Six	56
	5	7	Five Tens Seven Units	Fifty Seven	57
	5	8	Five Tens Eight Units	Fifty Eight	58
	5	9	Five Tens Nine Units	Fifty Nine	59
	6	0	Six Tens	Sixty	60

Toran of consecutive numbers.

Write correct numbers in the blank spaces.

Introduction and writing of 61 to 70

Let's learn...

	Tens	Units			
	6	1	Six Tens One Unit	Sixty One	61
	6	2	Six Tens Two Units	Sixty Two	62
	6	3	Six Tens Three Units	Sixty Three	63
	6	4	Six Tens Four Units	Sixty Four	64
	6	5	Six Tens Five Units	Sixty Five	65
	6	6	Six Tens Six Units	Sixty Six	66
	6	7	Six Tens Seven Units	Sixty Seven	67
	6	8	Six Tens Eight Units	Sixty Eight	68
	6	9	Six Tens Nine Units	Sixty Nine	69
	7	0	Seven Tens	Seventy	70

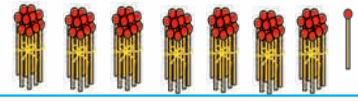
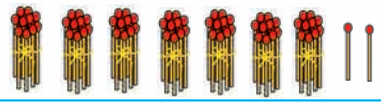
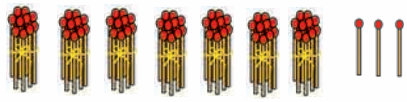
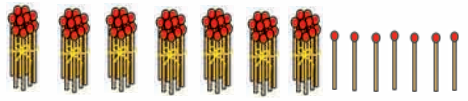
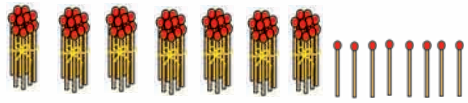
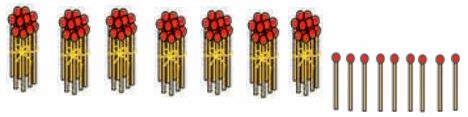
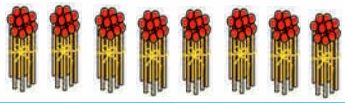
Toran of consecutive numbers.

Write correct numbers in the blank spaces.

61 65 70

Introduction and writing of 71 to 80

Let's learn...

	Tens	Units			
	7	1	Seven Tens One Unit	Seventy One	71
	7	2	Seven Tens Two Units	Seventy Two	72
	7	3	Seven Tens Three Units	Seventy Three	73
	7	4	Seven Tens Four Units	Seventy Four	74
	7	5	Seven Tens Five Units	Seventy Five	75
	7	6	Seven Tens Six Units	Seventy Six	76
	7	7	Seven Tens Seven Units	Seventy Seven	77
	7	8	Seven Tens Eilght Units	Seventy Eight	78
	7	9	Seven Tens Nine Units	Seventy Nine	79
	8	0	Eight Tens	Eighty	80

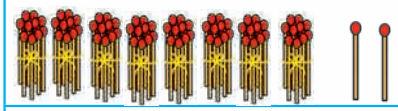
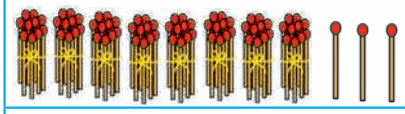
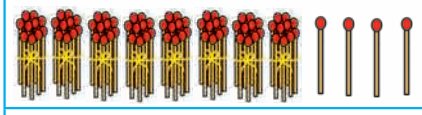
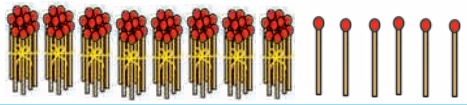
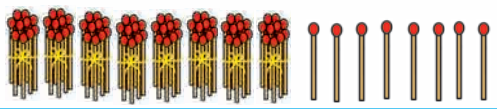
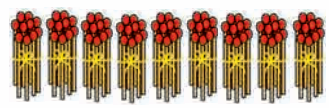
Toran of consecutive numbers.

Write correct numbers in the blank spaces.

72 ____ 76

Introduction and writing of 81 to 90

Let's Understand ...

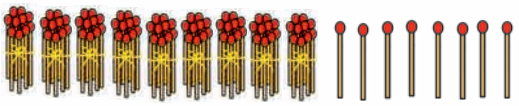
	Tens	Units			
	8	1	Eight tens One unit	Eighty One	81
	8	2	Eight tens Two units	Eighty Two	82
	8	3	Eight tens Three units	Eighty Three	83
	8	4	Eight tens Four units	Eighty Four	84
	8	5	Eight tens Five units	Eighty Five	85
	8	6	Eight tens Six units	Eighty Six	86
	8	7	Eight tens Seven units	Eighty Seven	87
	8	8	Eight tens Eight units	Eighty Eight	88
	8	9	Eight tens Nine units	Eighty Nine	89
	9	0	Nine tens	Ninety	90

Toran of consecutive numbers.

Write correct numbers in the blank spaces

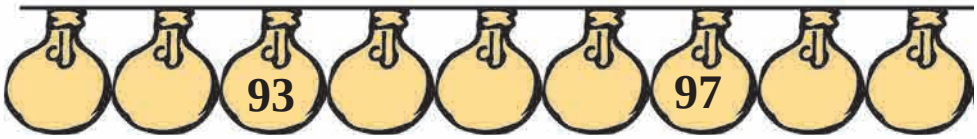
Introduction and writing of 91 to 99

Let's Understand ...

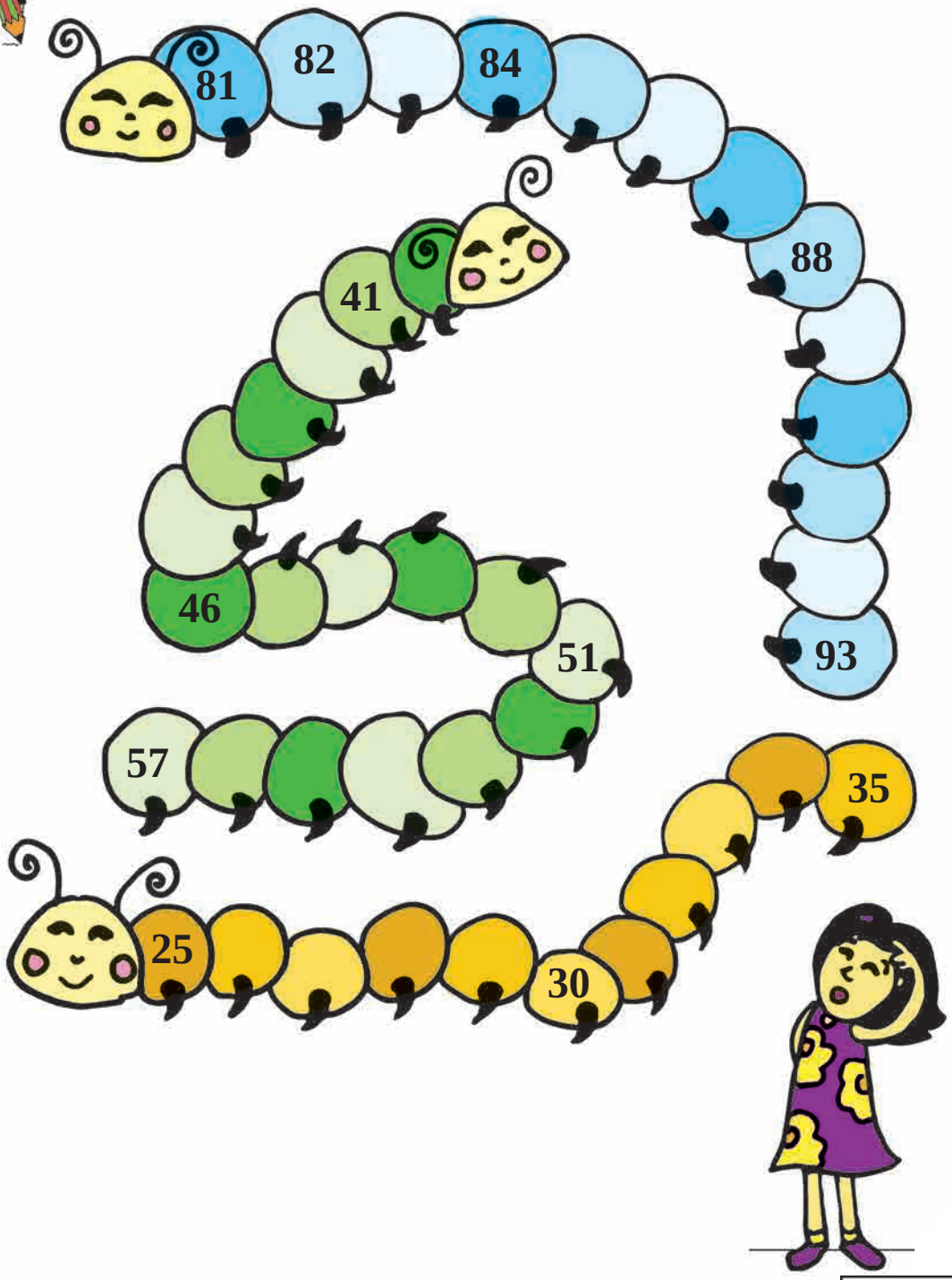
	Tens	Units			
	9	1	Nine tens One unit	Ninety One	91
	9	2	Nine tens Two units	Ninety Two	92
	9	3	Nine tens Three units	Ninety Three	93
	9	4	nine tens Four units	Ninety Four	94
	9	5	Nine tens Five units	Ninety Five	95
	9	6	Nine tens Six units	Ninety Six	96
	9	7	Nine tens Seven units	Ninety Seven	97
	9	8	Nine tens Eight units	Ninety Eight	98
	9	9	Nine tens Nine units	Ninety Nine	99

Toran of consecutive numbers.

Write correct numbers in the blank spaces



Write the numbers in correct order on the back of caterpillar.

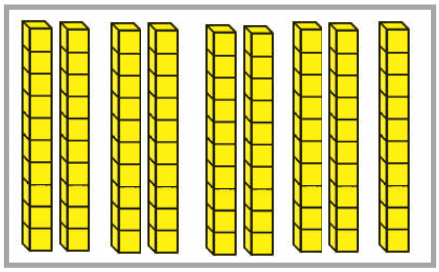


Introducing Hundred

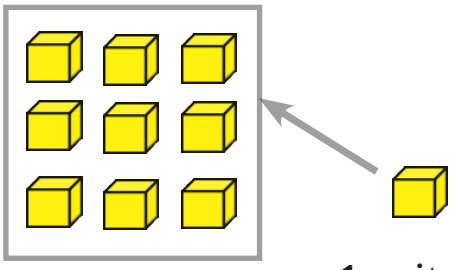
Learn this.

What is the sum of 99 and 1 ? How can we write it?

99 = 9 tens + 9 units



9 tens

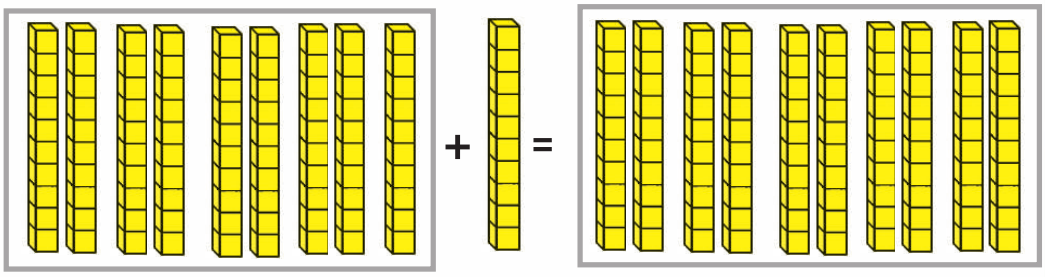


9 units

1 unit

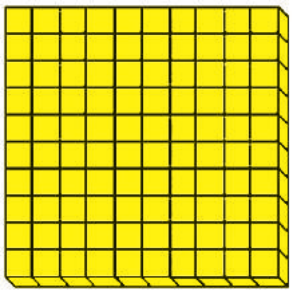
There is no digit bigger than nine. When there are 10 units in the units house, make a bundle of them and place it in the house of tens on left.

99+1 =



9 tens **1** ten **10** tens

Now there are 10 tens in the tens house. Make a big bundle of 10 tens. Place this bundle in a house on the left. This big bundle is known as 'Hundred'. It is written as '100'.



1 hundred

Zero tens

Zero units

It contains one hundred, zero ten and zero unit. So a hundred is written as '100'

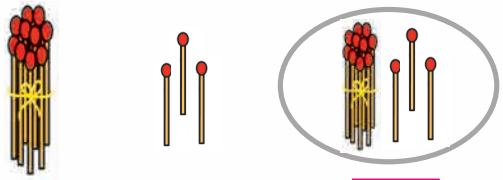
Hundred	Tens	Units
1	0	0

Addition - upto 20

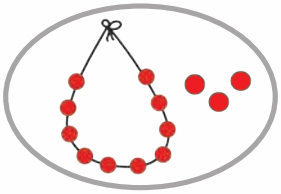
We learnt small additions, now let's learn more additions.

5 + 4 = 9

8 + 5 = ☐



10 + 3 = 13



13 + 2 = ☐

Story of Addition

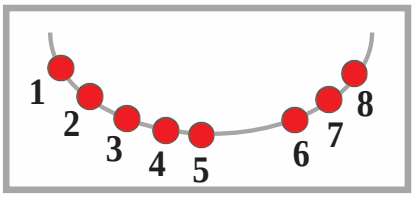
One day, Yash was reading a story book at home.When his father came home, he saw Yash reading a book. He was very happy. He hugged him. Yash told, " Dad, I have already read all the seven books". His father praised him and said," Oh nice ! very good!"

Father was so pleased that he gave four more books to him. Yash also became very happy. Now how many books does Yash have ?

Now find .....

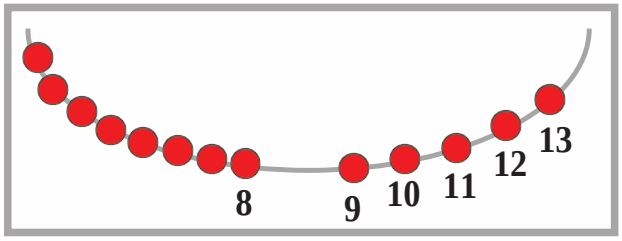
1) How many books did Yash have before ? ☐
2) How many books did father give to Yash as a gift? ☐
3) How many books does Yash have in total ? ☐

Addition by counting forward



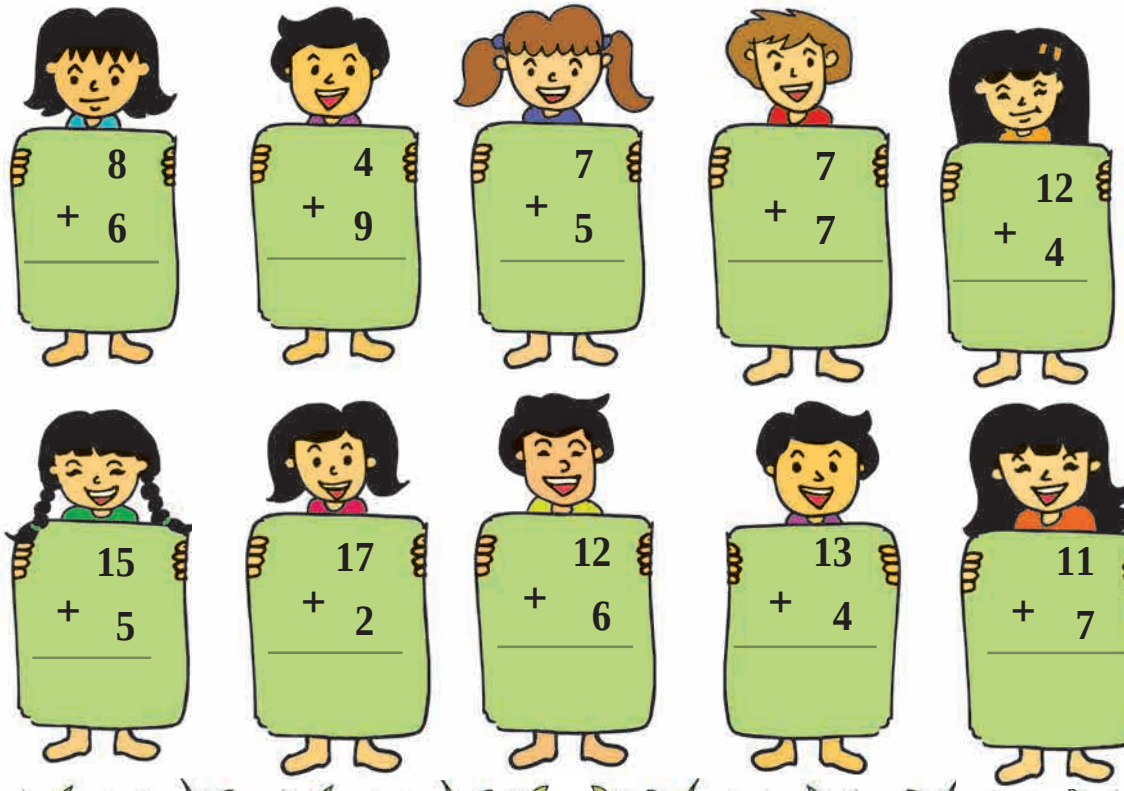
Let's add five and three. Count three numbers after five. **6, 7, 8.** Total beads are **8**. So the sum is 8.

Now, let's find the sum of eight and five. For it, count five beads after **8** beads. **9, 10, 11, 12, 13**. So total beads are **13**.



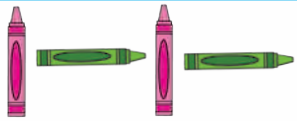
While adding two numbers, count forward the numbers equal to the second number after the first number. Addition will be easy if we take bigger number and then count forward the smaller number. While adding **4 + 9** counting four numbers after **9** is easier than counting nine numbers after **4.**

Let's practise Addition.



Patterns

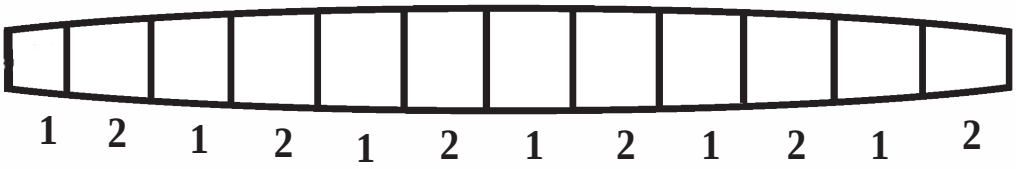
Draw next three pictures in order or write next three numbers in order.



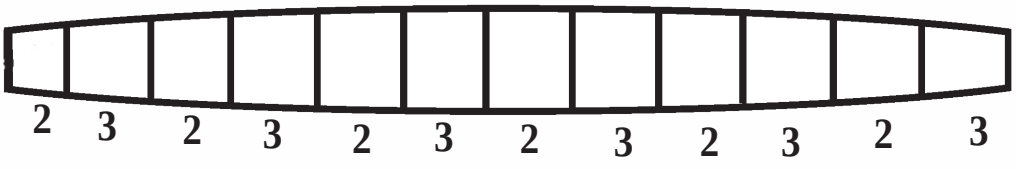
4 1 4 1 4 1 4

2 3 4 2 3 4

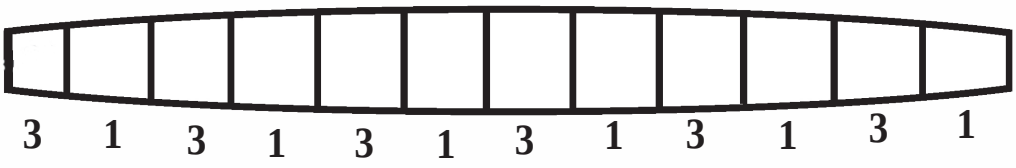
Observe and colour 1 2 3



1 2 1 2 1 2 1 2 1 2 1 2



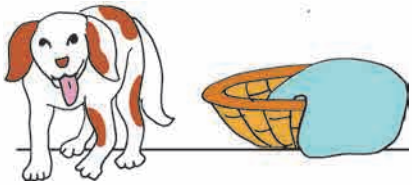
2 3 2 3 2 3 2 3 2 3 2 3



3 1 3 1 3 1 3 1 3 1 3 1

In - Out

Colour the ☐ below the picture showing puppy in the basket.



☐

☐

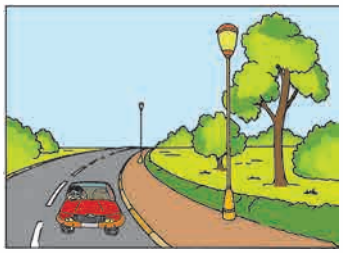
Colour the ☐ below the picture showing a man outside the car.

☐

☐

Broad - Narrow

Colour the box below the picture showing broad road.



☐

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Colour the box below the picture of narrow brush.

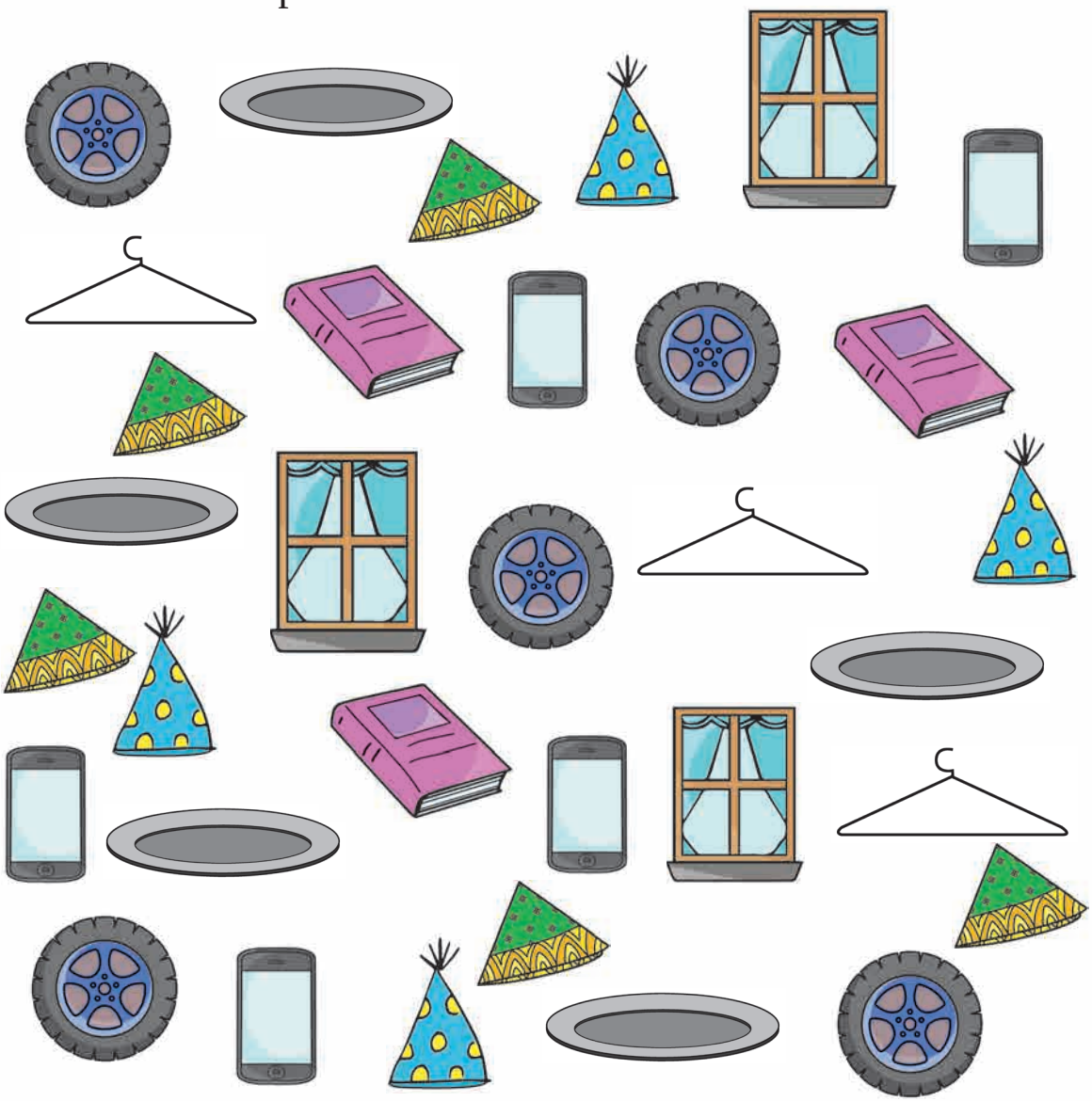
☐

☐

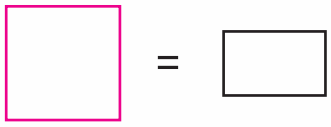
SYWZSX

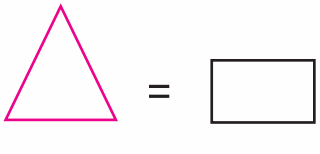
Identifying Shapes

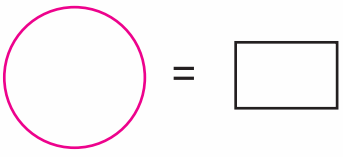
Observe the shapes.



count objects of these shapes and write their numbers.

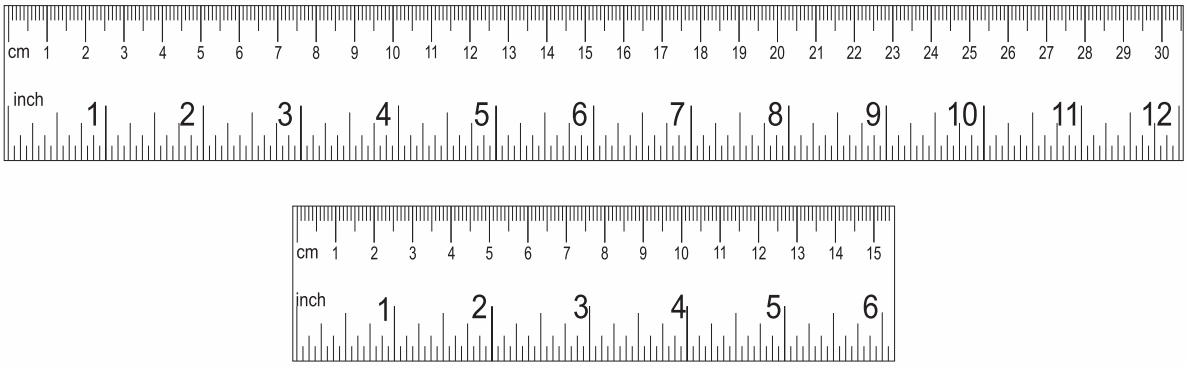






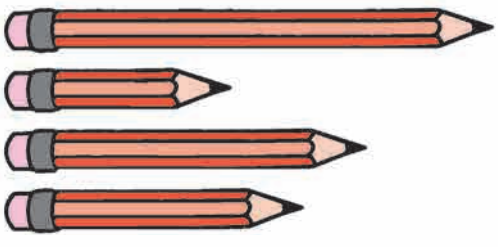
Long - Short

◯ the object which is short.

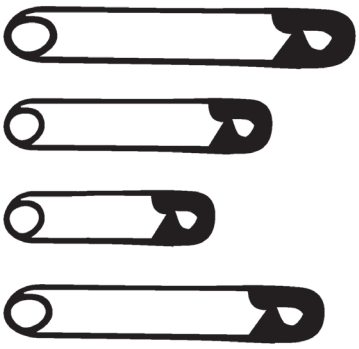


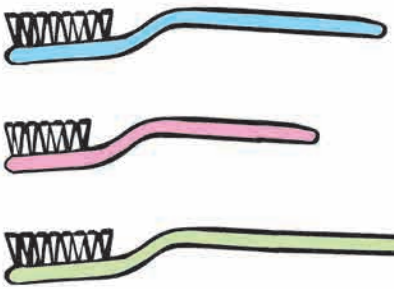
◯ the object which is long.

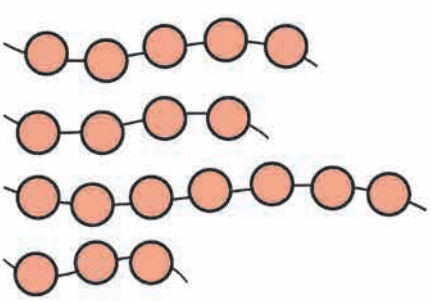
Arrange the objects according to increasing order of their lengths.



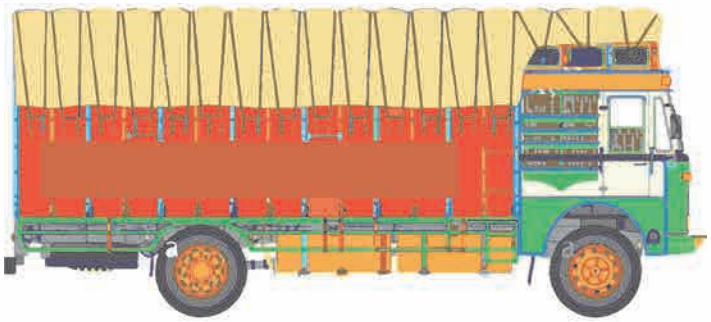
4
1
3
2



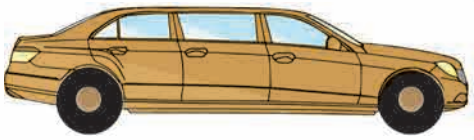




Longest - Shortest

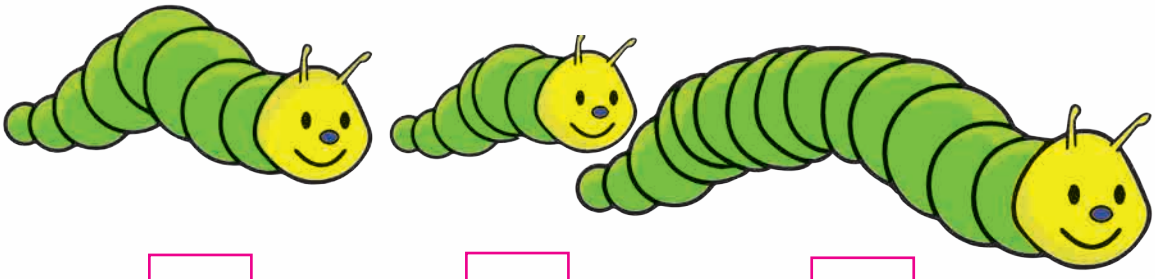


Longest

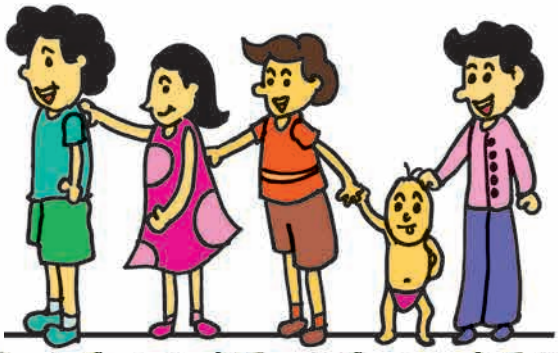


Shortest

Colour the ☐ below the longest caterpillar.

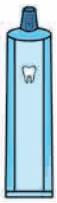


Colour the ☐ near the shortest queue.



Tall - Short

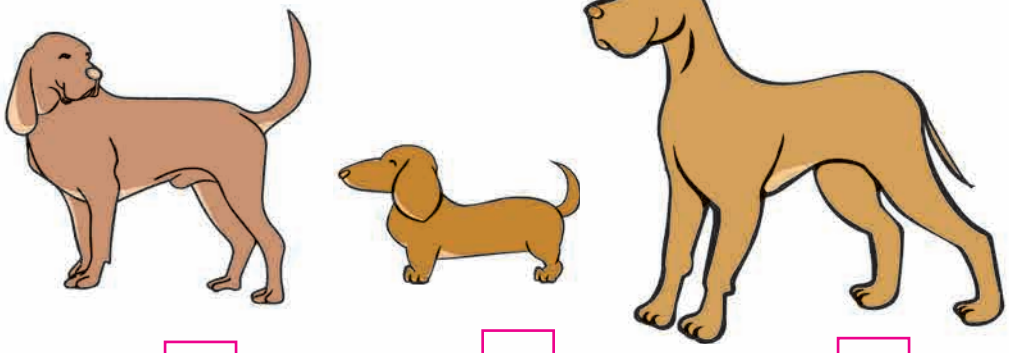
Colour ☐ below tall object.



Colour ☐ below short object.

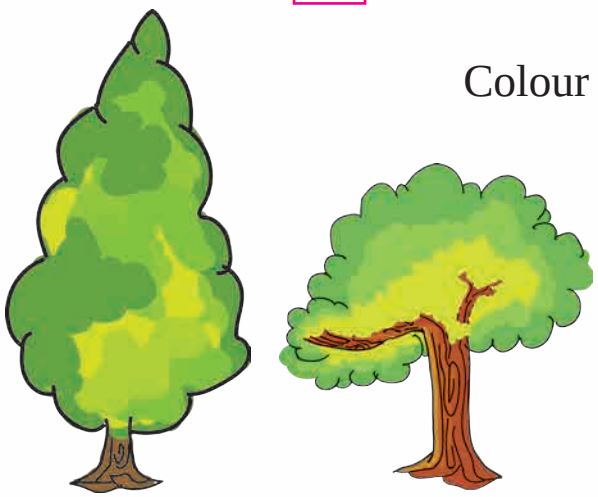
Tallest - Shortest

Colour the ☐ below the tallest dog.



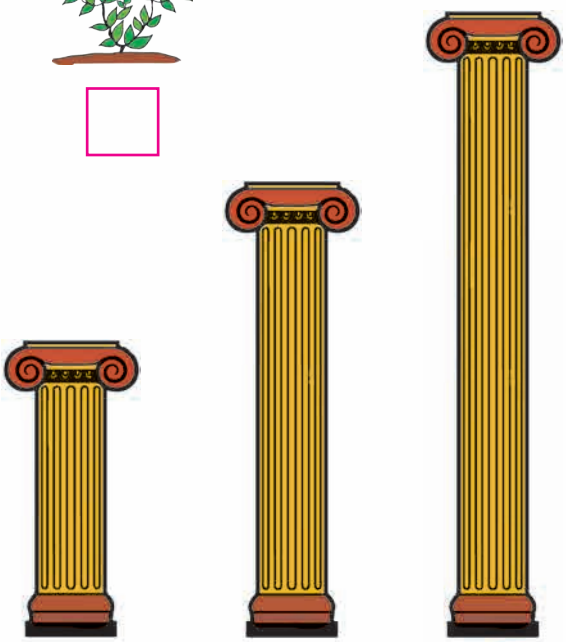
☐ ☐ ☐

Colour the ☐ below the shortest tree.



☐ ☐ ☐

Colour the ☐ below the shortest pillar



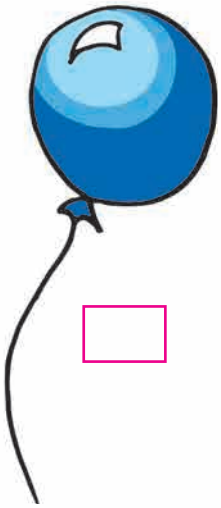
☐ ☐ ☐

Heavy Light

Colour the ☐ below the heavy object.




Colour the ☐ below the light object.

Discuss.
Are the bigger objects always heavier?

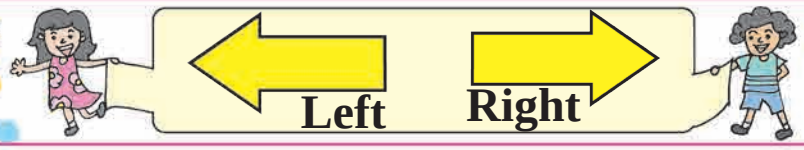
TBB99H

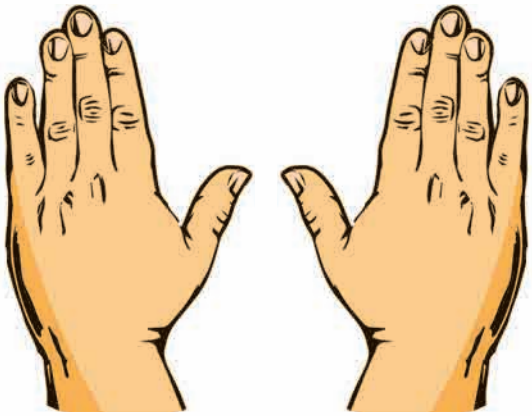
Near Far

The ____ is near Rama and the ____ is far from Rama.

Who is the nearest to the well ? ____

Who is the farthest from the well ? ____

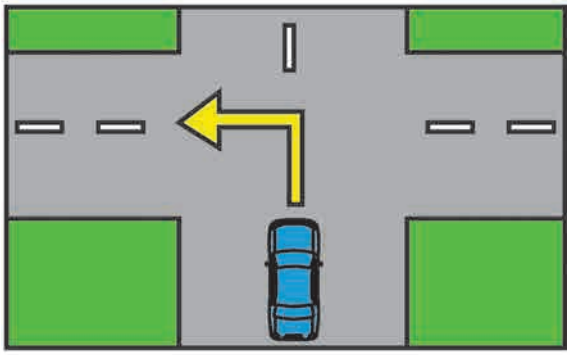


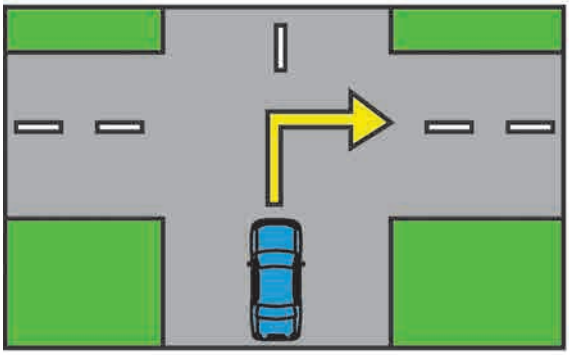


Left **Right**

Turn Left.

Turn Right.

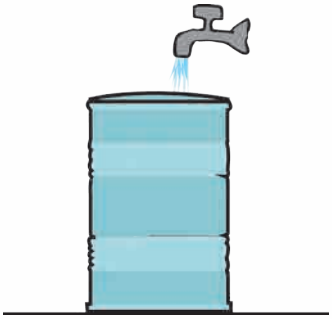




Less time - More time

Colour ☐ under the vessel which will fill in less time.

☐



☐

Colour ☐ under the picture of the vehicle which takes more time for journey.

☐

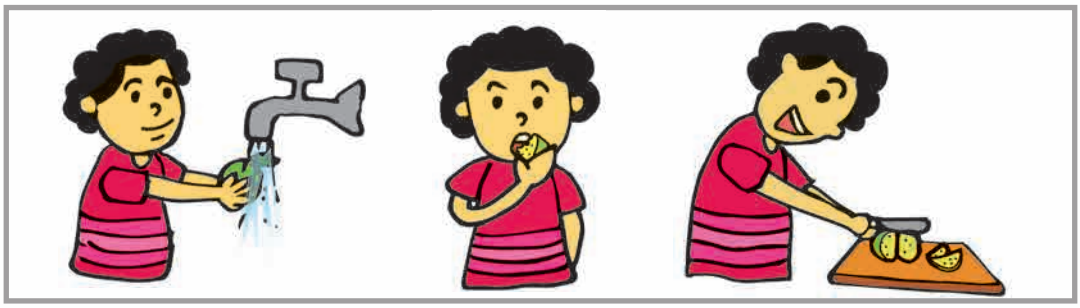
☐

TBK5B5

What is next ?

Observe the picture. Write proper order of activities.

1



1	3	2

2

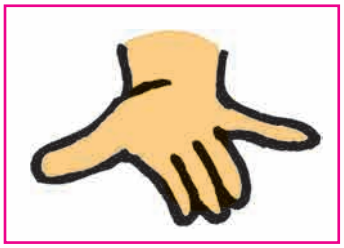
3

Let us measure

A bedcover is needed for Yash's cot.
One is very short, the other is very long.

Measure the length of the cot. Then decide the measure of the bedcover.

Yash does not have a tape to measure. Let's measure the length by span.



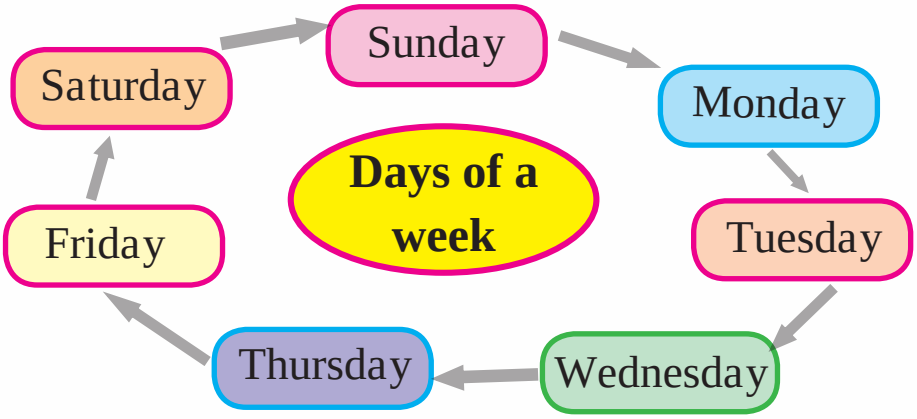
Yash measured the length as 11 spans. So the length of bedcover should be 13 spans, as it has to be a little longer.

Discuss: Think of objects whose lengths are measured. Which instrument should be used to measure length ?

1) Measure the distance by feet between two flowerpots nearby. ☐ feet.

2) Guess the length of a news - paper. Measure it by span and write. ☐ spans

Days of a week



Day	Monday	Tuesday	Wednesday	Thursday	Friday
Games	Kho-Kho	Langadi	Tip-cat	Hide and seek	lagori

See the above table and write answers in the boxes.

1) Which game do children play on Tuesday ?

2) Which day they play hide and seek?

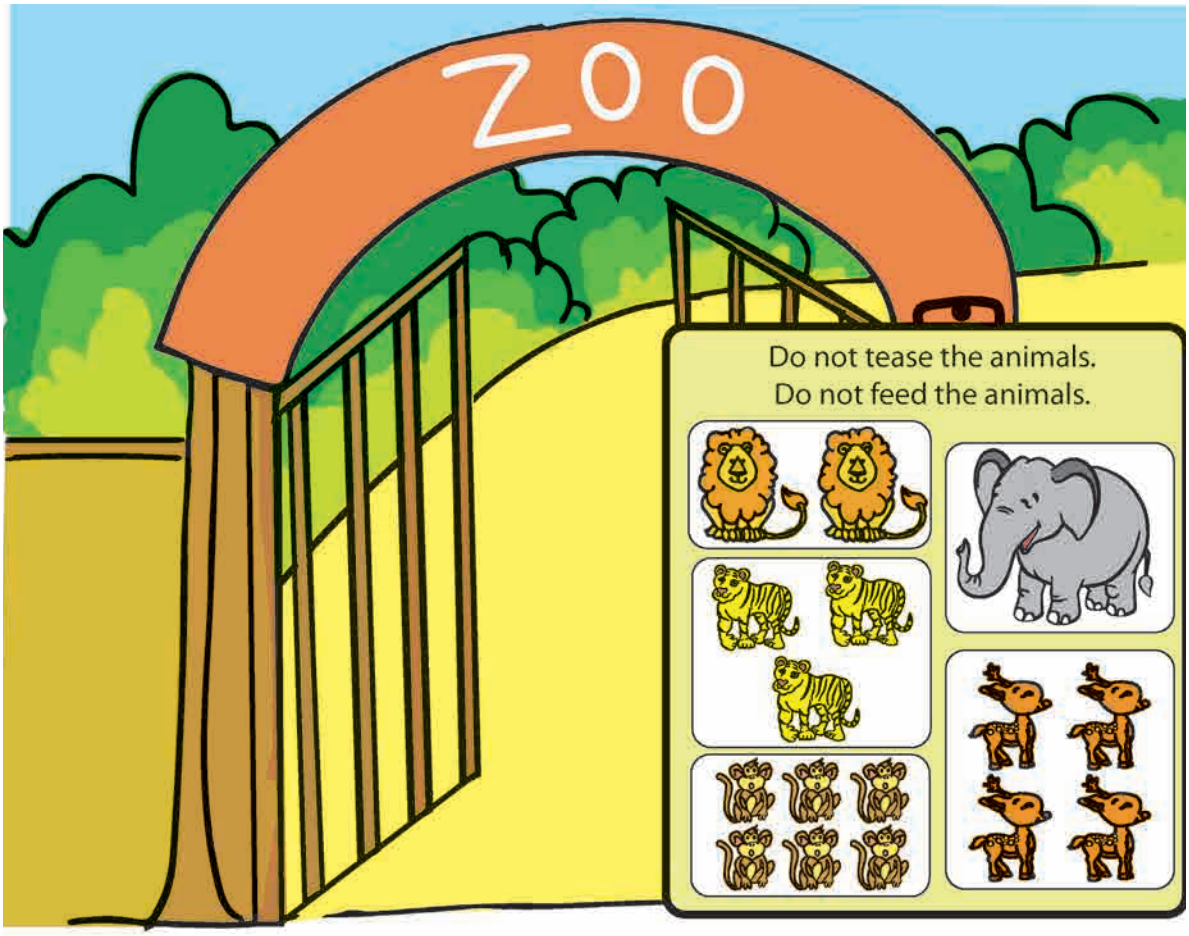
3) If children are playing today Kho-Kho, which game will they play tomorrow ?

4) If yesterday children played Langadi, which game will they play today ?

Saturday	**Sunday**	**Monday**
Yesterday there was a picnic for our school	Today is a holiday for our school	Tomorrow there will be school as usual

Let us observe and understand

Observe the picture. Write the answers.



1) Which animal is in the least number ?

2) Which animal is in the largest number ?

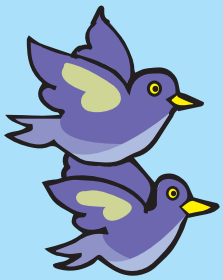
3) How many lions are there in the zoo ?

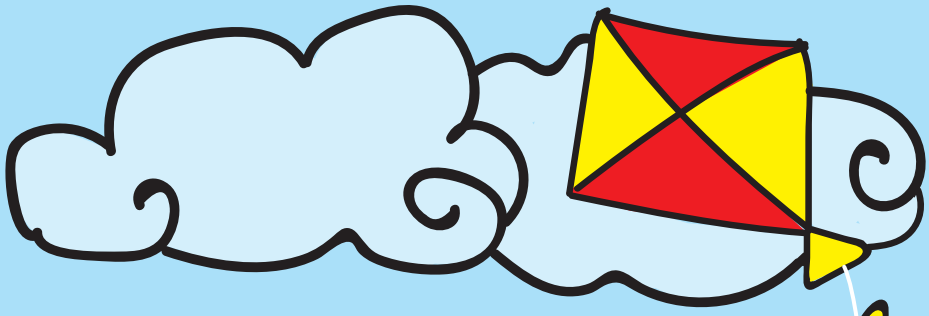
4) How many deer are there in the zoo ?

5) Which animal has a count of two ?

Which is your favourite animal of the above animals ? Why ?

TBU1CS





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