

State Council of Educational Research & Training
 Varun Marg, Defence Colony, New Delhi, Delhi 110024
 District Institute of Education and Training
 Moti Bagh, New Delhi-110021



Math Work - Book Class - 1

1

Class

Math

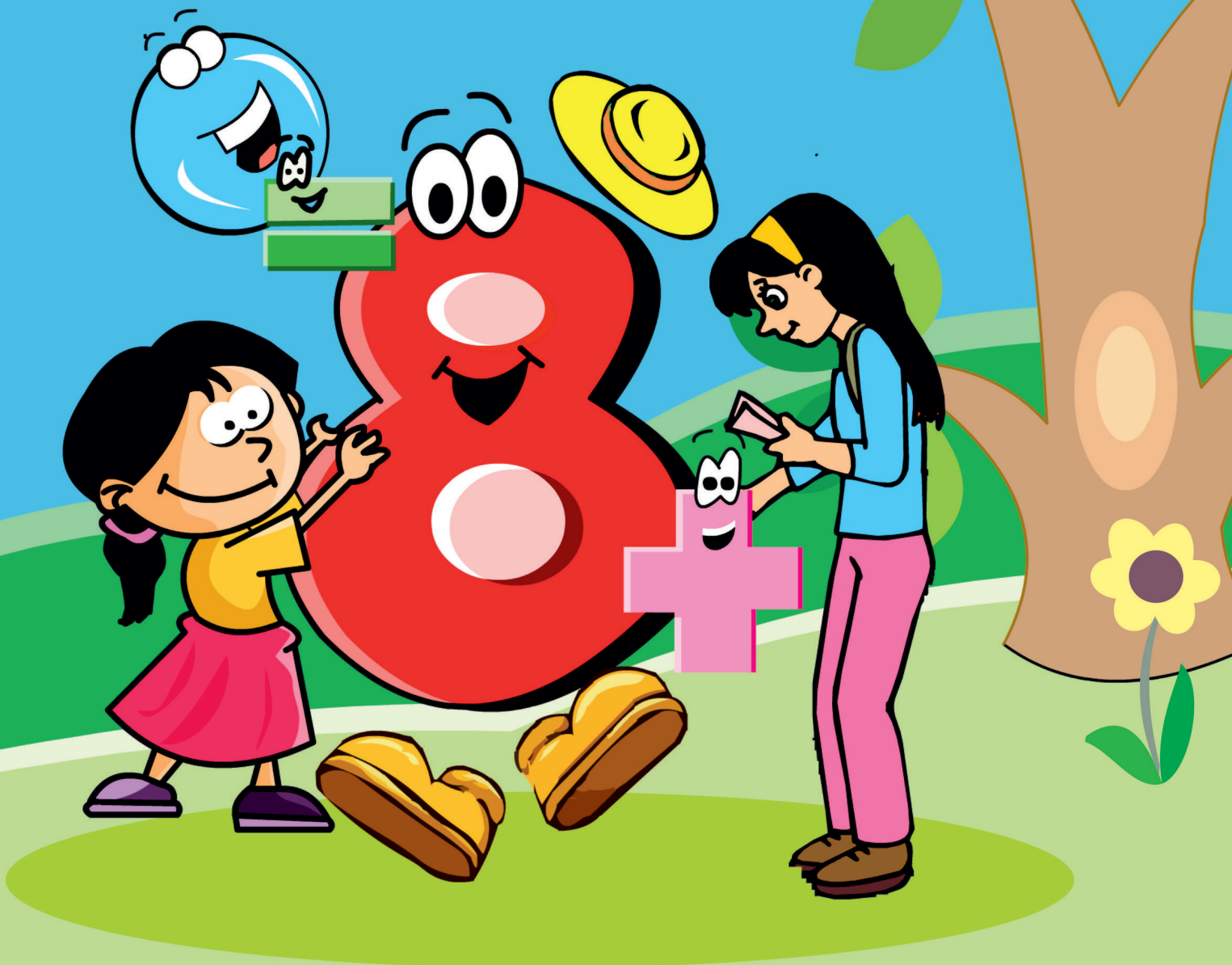
Work - Book



Math

Work - Book

1
Class



Math

Workbook

Class - 1



State Council of Educational
Research & Training



Directorate of Education
Govt. of NCT of Delhi





Acknowledgement

At the outset, we wish to thank our Hon'ble Deputy CM and Minister of Education, GNCT of Delhi Shri Manish Sisodia and Ms. Punya Salila Srivastava, Principal Secretary (Education), Delhi for leading the department to focus its efforts on addressing the learning gaps and on enhancing the learning outcomes in the students. The Directorate of Education and SCERT/ DIETs (GNCT of Delhi) are making enduring efforts to bridge the learning gaps that exist to a large extent amongst the students. This practice workbook aims to provide a conducive, attractive and child friendly environment which has wide opportunity for the child to express himself /herself freely with his own creativity during learning.

Needs of the students and their age, academic level as well as learning outcomes have been kept in mind during the preparation of these worksheets. We are sure this will lead to an enrichment of knowledge and skills of the students and at the same time empower the teachers with a line of direction to unfold their own creativity in a variety of ways.

This practice workbook is the culmination of hard work, dedication and guidance of Ms. Saumya Gupta, our worthy Director of Education, Dr. (Mrs.) Sunita S. Kaushik, Director SCERT, Ms. Anita Satia and Dr. Marcel Ekka, former Director SCERT, Dr. Nahar Singh, Joint Director, SCERT and most importantly, Ms. Meena Srivastava, Principal, DIET Moti Bagh. Various Lecturers from DIETs and Teachers from the Directorate of Education, SDMC, NDMC and Kendriya Vidyalaya Sangathan Delhi have all contributed to the making of this practice workbook. They have all provided valuable insights and expertise that has greatly assisted in the making of each of these practice worksheets. We are sure this will help the teachers to build a conducive environment in the class and within the school. We express our wholehearted thanks to the efforts made by all the Core Committee members, Sub-Committee members and vetting team for providing their expertise that has assisted in completion of this practice workbook.

Dr. Saroj Sain
Additional D.E (School)
Directorate of Education Delhi



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Important Instructions for Teachers

1. This work book has been specially designed for children of class - 1
2. The work book has pre-perforated work-sheets.
3. These pre-perforated work sheets can be freely used before, during or after the lesson/unit.
4. Let the children enjoy working on these worksheets. It is expected that usage of these worksheets will create a more child friendly learning environment.
5. Every child looks forward to an appreciation from his/her teacher (i.e you) for his/her work done. On completing the worksheet you may do so by pasting a sticker after checking the work done by him/her.
6. Keep these work book/ sheets with you in your custody and after completing these worksheets, the children will paste them in their register.



Learning Outcomes

1. Is able to work with numbers 1 to 20.
2. Classifies objects into groups based on some physical attributes like shape, size and other observable properties including rolling and sliding.
3. Recites number names and counts objects up to 20, concretely, pictorially and symbolically.
4. Compares numbers up to 20. For example tells whether number of girls or number of boys is more in the class.
5. Applies addition and subtraction of numbers 1 to 20 in daily life:
 - Constructs addition facts up to 10 by using concrete objects. For example to find $3+3$ Counts 3 steps forward from 3 onwards and conclude that $3+3 = 6$.
 - Subtracts numbers using 1 to 10. 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 & subtraction of numbers upto 10.
 - Recognizes numbers up to 20 and writes numerals.
6. Describes the physical features of various solids/shapes in her own language. for example-a ball rolls, a box slides etc.
7. Estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc.



8. Observes, extends and creates patterns of shapes and numbers. For example arrangement of shapes/objects/numbers, etc.
9. 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 color are more)
10. Develops concept of zero.



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My Page

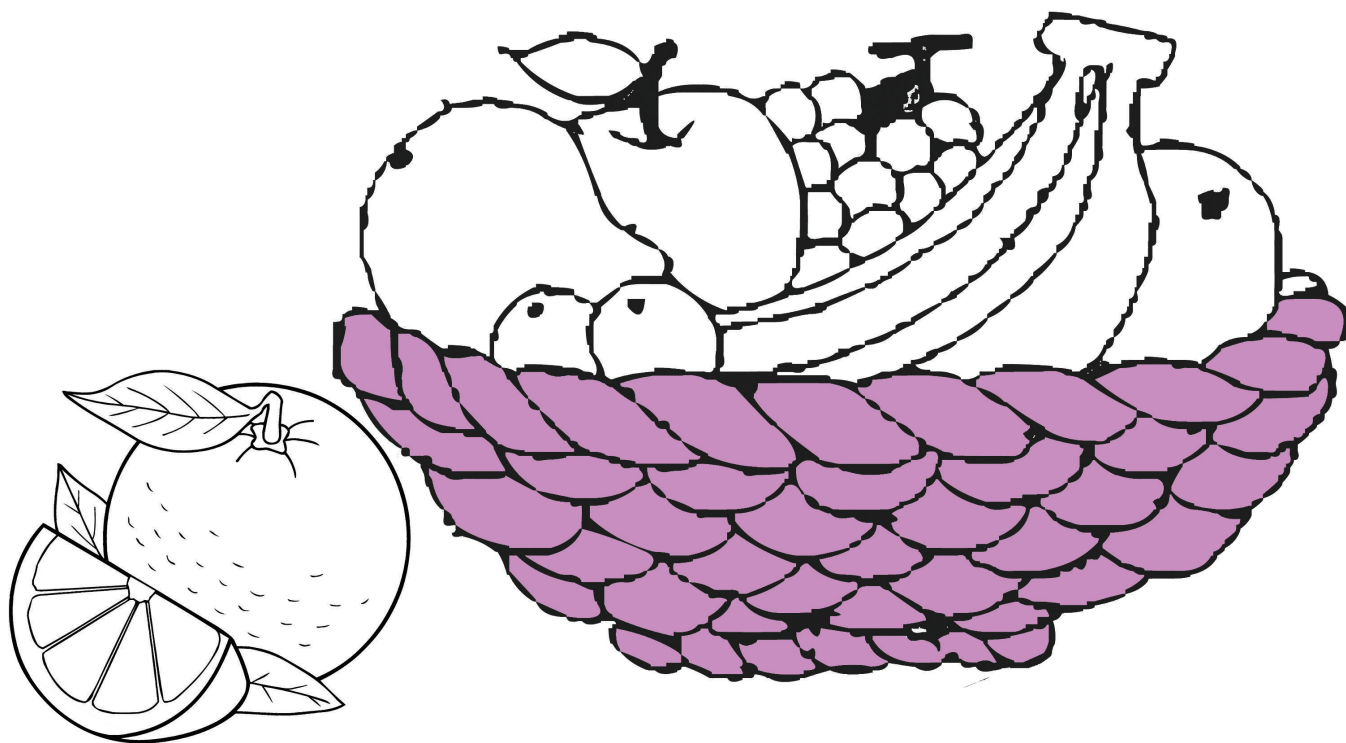


Unit -1

Shapes and Space

Inside - Outside

(a) Colour the fruits which are placed inside the basket.



Name _____ Class _____
Section / Roll No. _____ Date _____

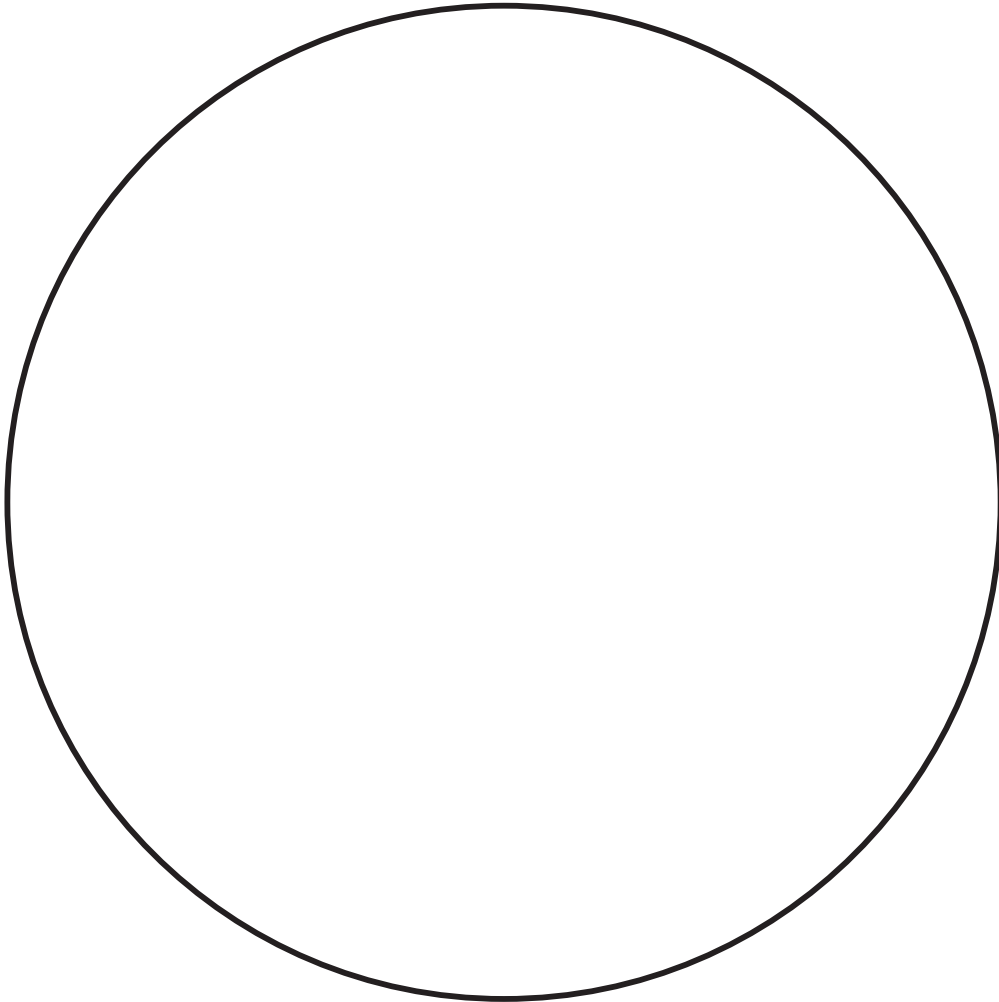
(b) Colour the objects that are outside the house –



(c) Circle the objects which you find inside your bag –



(d) Draw the pictures of vegetable inside the circle that you like and outside the circle that you don't like –



Teacher's Note : Ask the students to draw pictures of three vegetables they like the most inside the circle and three vegetables they dislike the most outside the circle.

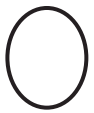
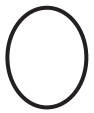
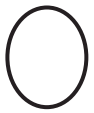


Name _____ Class _____
Section / Roll No. _____ Date _____

✦ Let's draw straight lines -



✦ Let's draw curved lines -



Name _____ Class _____
Section / Roll No. _____ Date _____

Inside - Outside Game

It is an outdoor activity that can be done in playground, corridor etc.

Teacher will draw some circles on the floor depending upon the strength of the class. A group of students would stand outside each circle. When teacher says 'inside' they will jump inside and when she/he says 'outside' they will jump outside. To make it more interesting for the children teacher can speak 'inside' and outside randomly. The children who are not able to follow the instruction will be out of the game. The last one or two children can be the winners of the game.



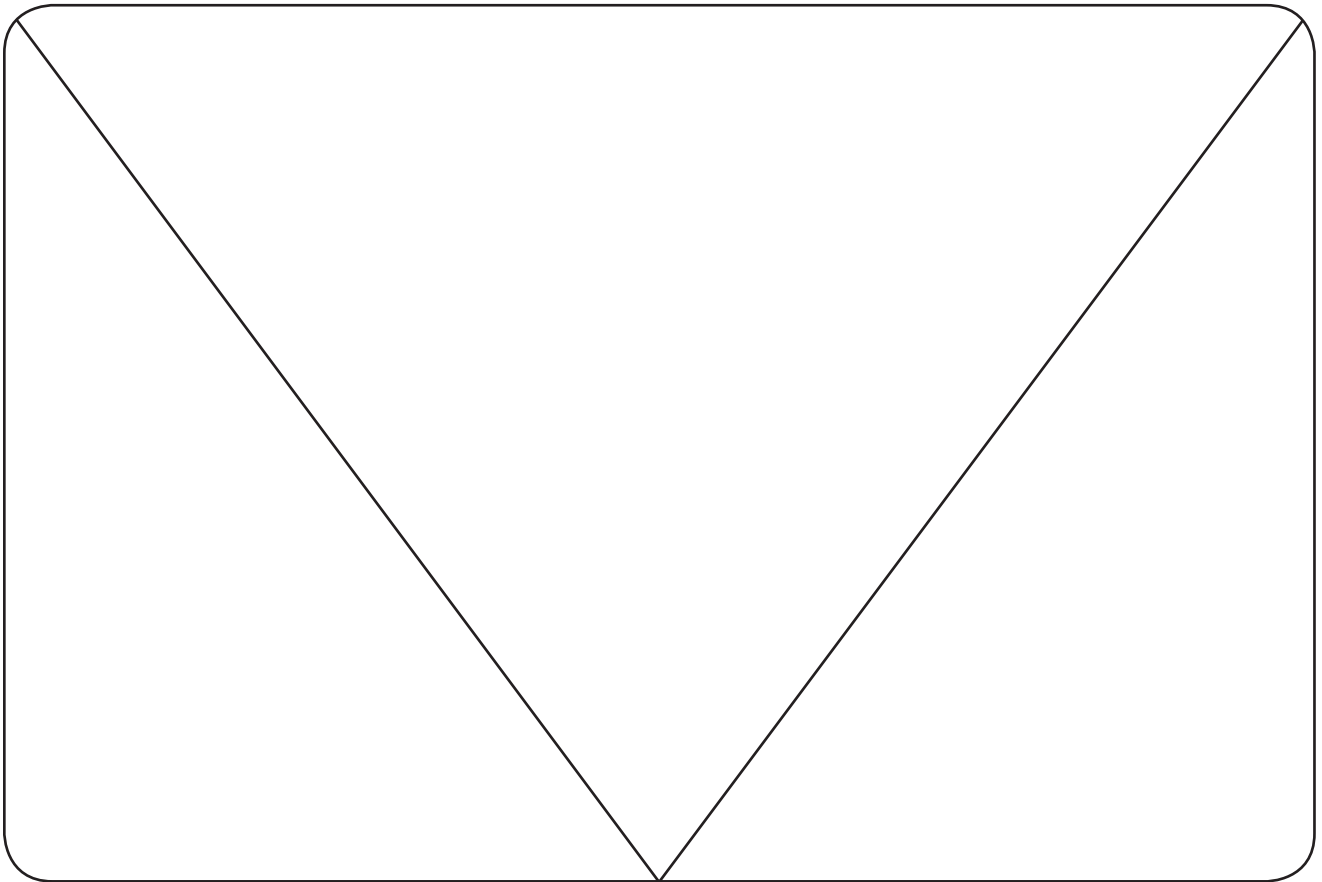
Bigger and Smaller

Which is smaller?
a pot or a tumbler?
Tell the answer.

Which is smaller?
Grandfather or Grandson sitting on his shoulder
Tell the answer?

Who is smaller?
A peacock or a parrot
Tell the answer?

Draw the pictures of those things in the poem that are smaller.



Name _____ Class _____
Section / Roll No. _____ Date _____

Bigger and Smaller

Which is bigger?
a glass or a pot?
Tell the answer.

Which is bigger?
a truck or a car?
Tell the answer

Which is bigger?
a rat or an elephant?
Tell the answer.

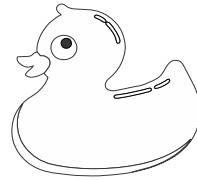
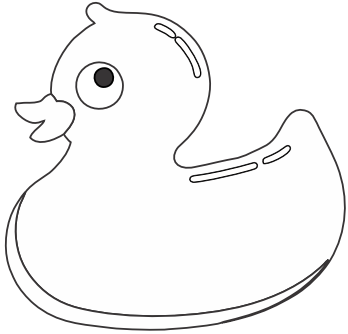
Which is bigger?
a leaf or a tree?
Tell the answer.

Draw the picture of those things which are bigger in the poem and colour them.

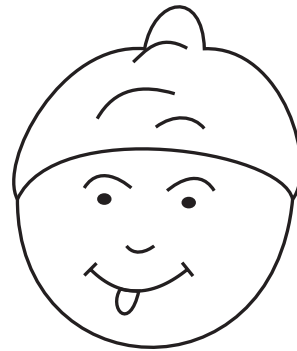


Colour the smaller Picture

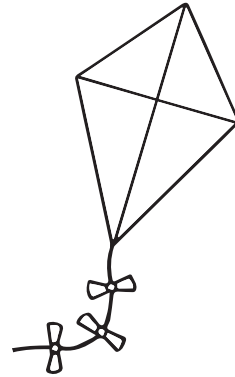
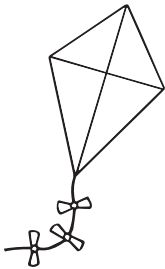
(1)



(2)



(3)



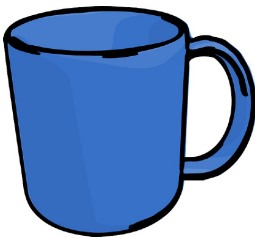
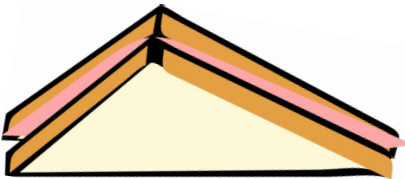
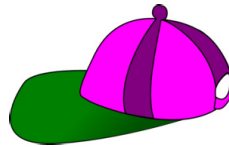
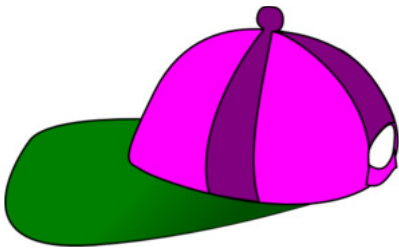
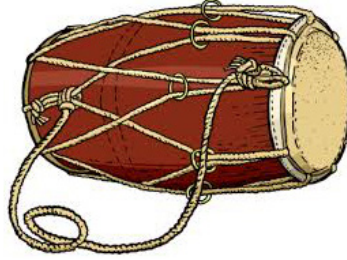
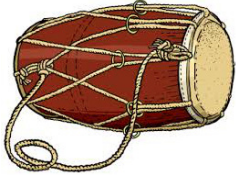
(4)



Name _____ Class _____
Section / Roll No. _____ Date _____

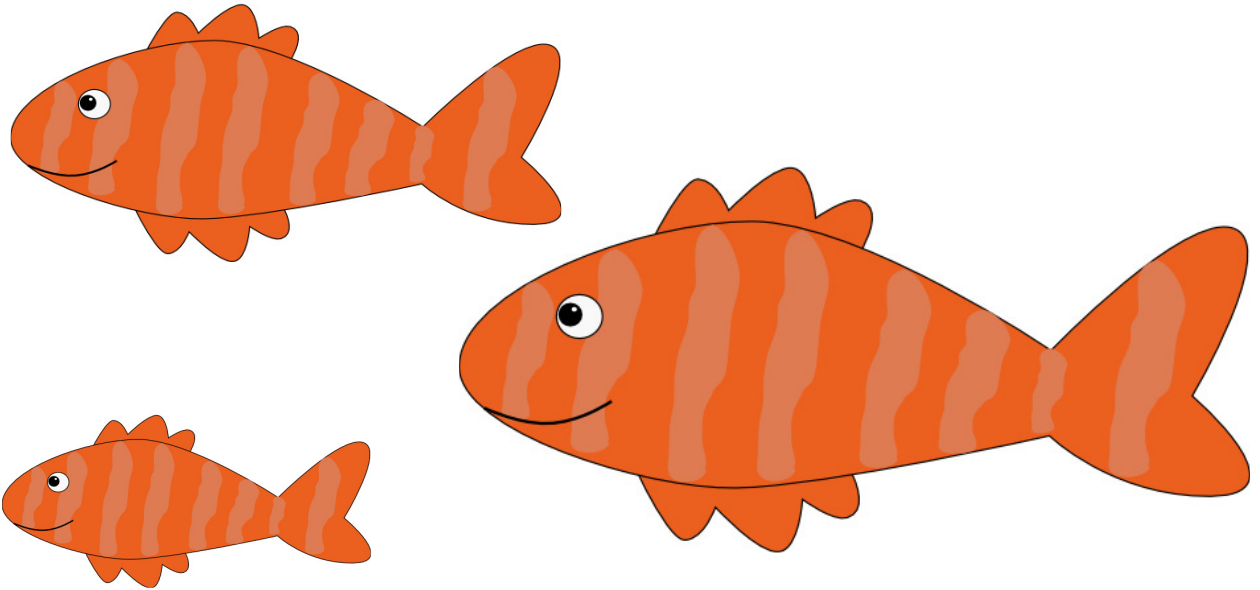
Bigger - Smaller

Tick (✓) the bigger picture.

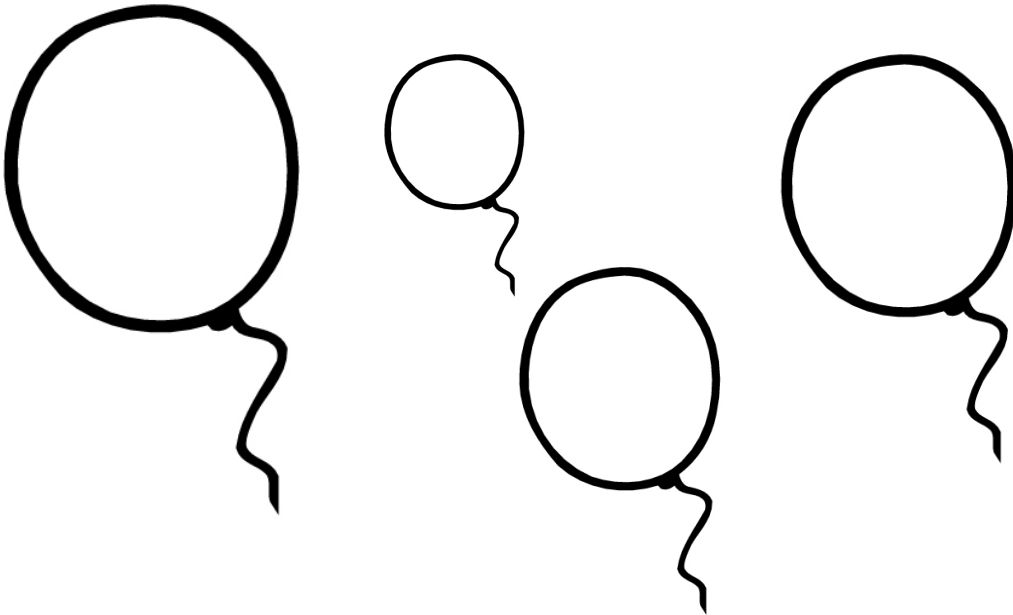


Biggest - Smallest

(1) Circle the smallest fish.



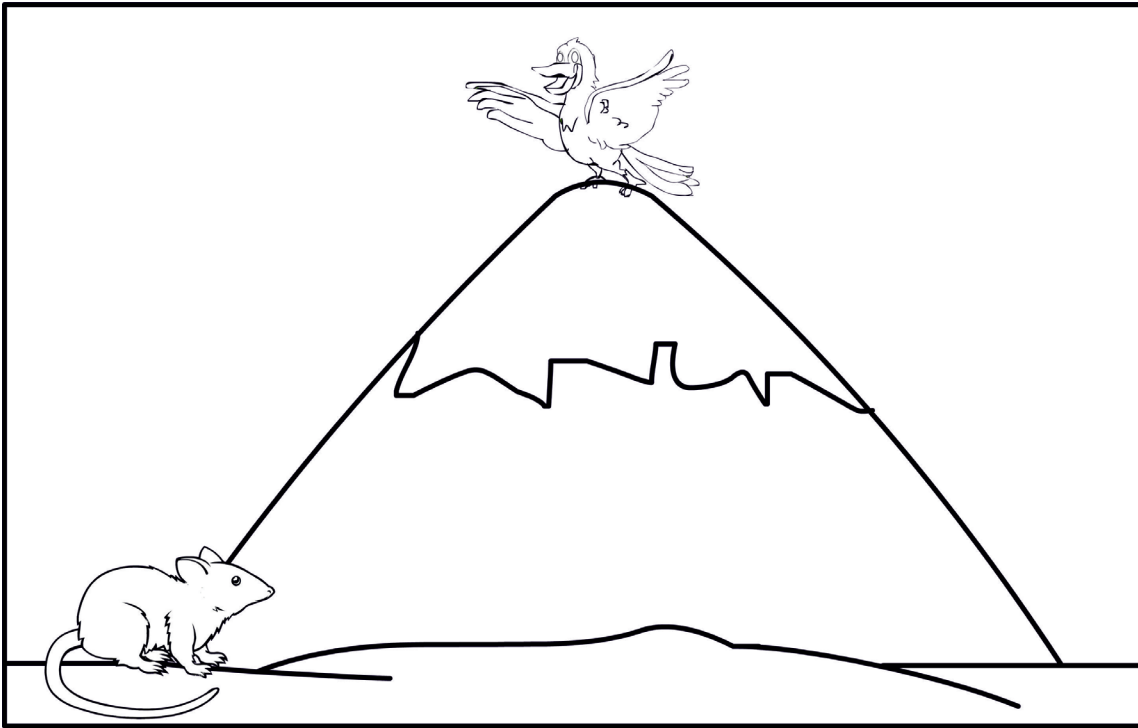
(2) Colour the biggest balloon.



Name _____ Class _____
Section / Roll No. _____ Date _____

Top - Bottom

- (a) Fill green colour in the bird which is at the top of the mountain and brown colour in the animal which is sitting at the bottom of the mountain. Tell the name of bird and animal.

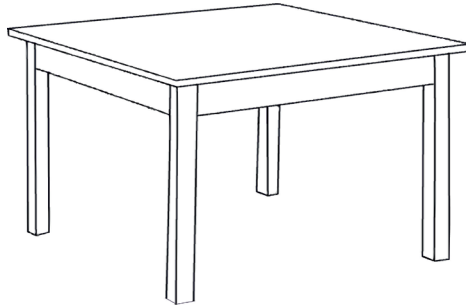
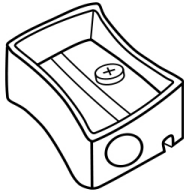
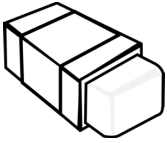


- (b) Put (✓) mark to the suitcase which is placed at the top of the car and circle that suitcase which is at the bottom near the car

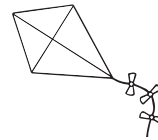
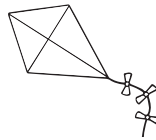
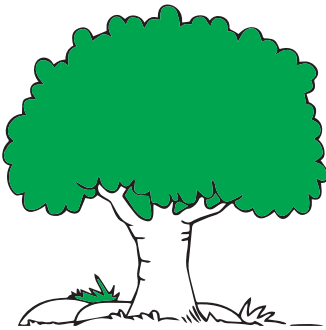


Nearer - Farther

(a) Colour the object which is nearer to the table.



(b) Circle the kite which is farther from the tree.



(c) Draw some pictures near to the house.



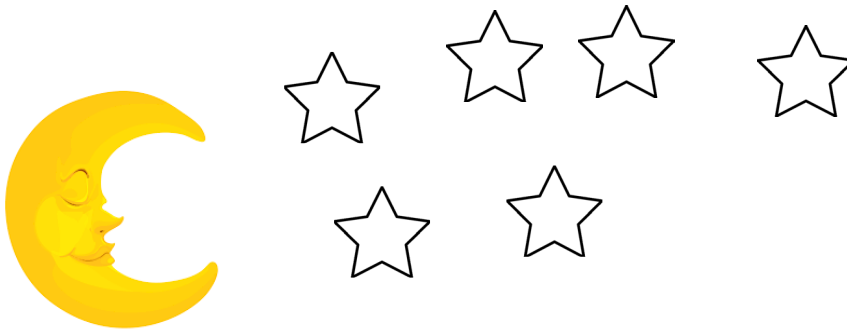
Name _____ Class _____
Section / Roll No. _____ Date _____

Nearest - Farthest

(a) Circle the butterfly which is nearest to the flowerpot.



(b) Fill yellow colour in the star which is farthest from the moon.





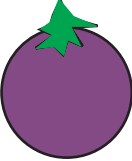
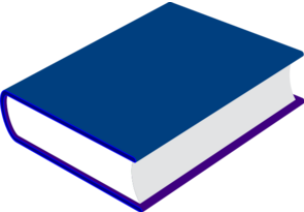
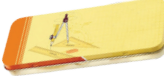


(c) Colour the object which is nearest to the tree.



Shapes around us

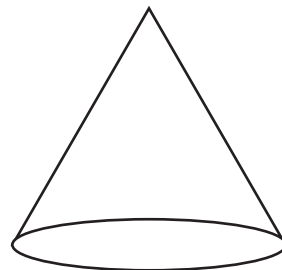
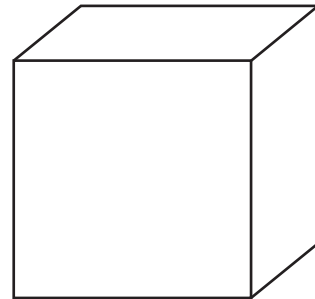
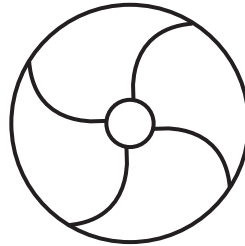
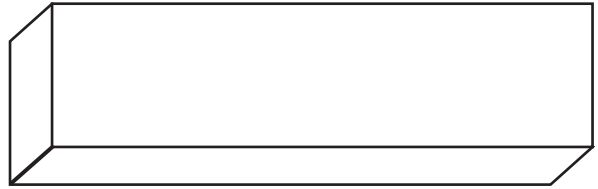
Look at the picture and mark (✓) in appropriate box.

	Slides	Rolls
		
		
		
		
		
		
		

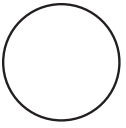


Name _____ Class _____
 Section / Roll No. _____ Date _____

Match the similar shapes



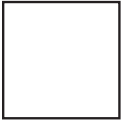
❖ Colour the shapes given below using given colour scheme.



Yellow



Green

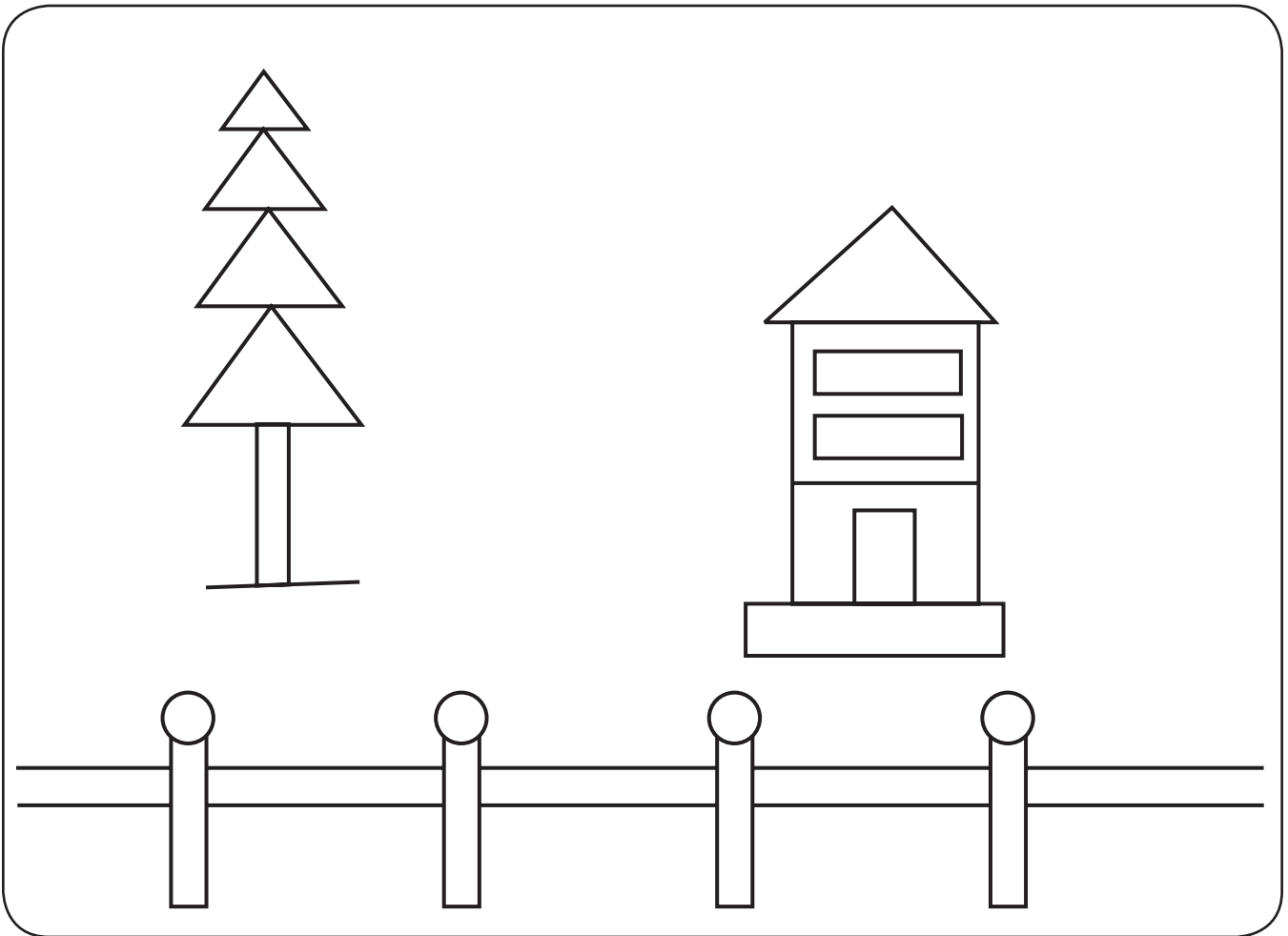


Blue



Brown

Colour the picture given below. Using the above colour scheme.



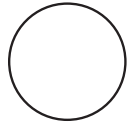
Name _____ Class _____
Section / Roll No. _____ Date _____

Draw the picture

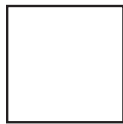
I am a triangle.



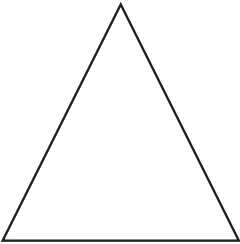
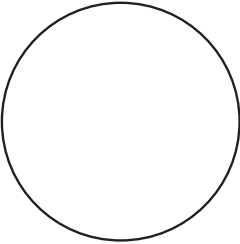
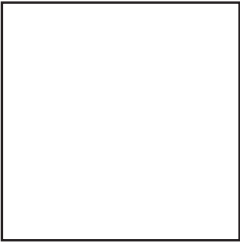
I am a Circle.



and I am a square.



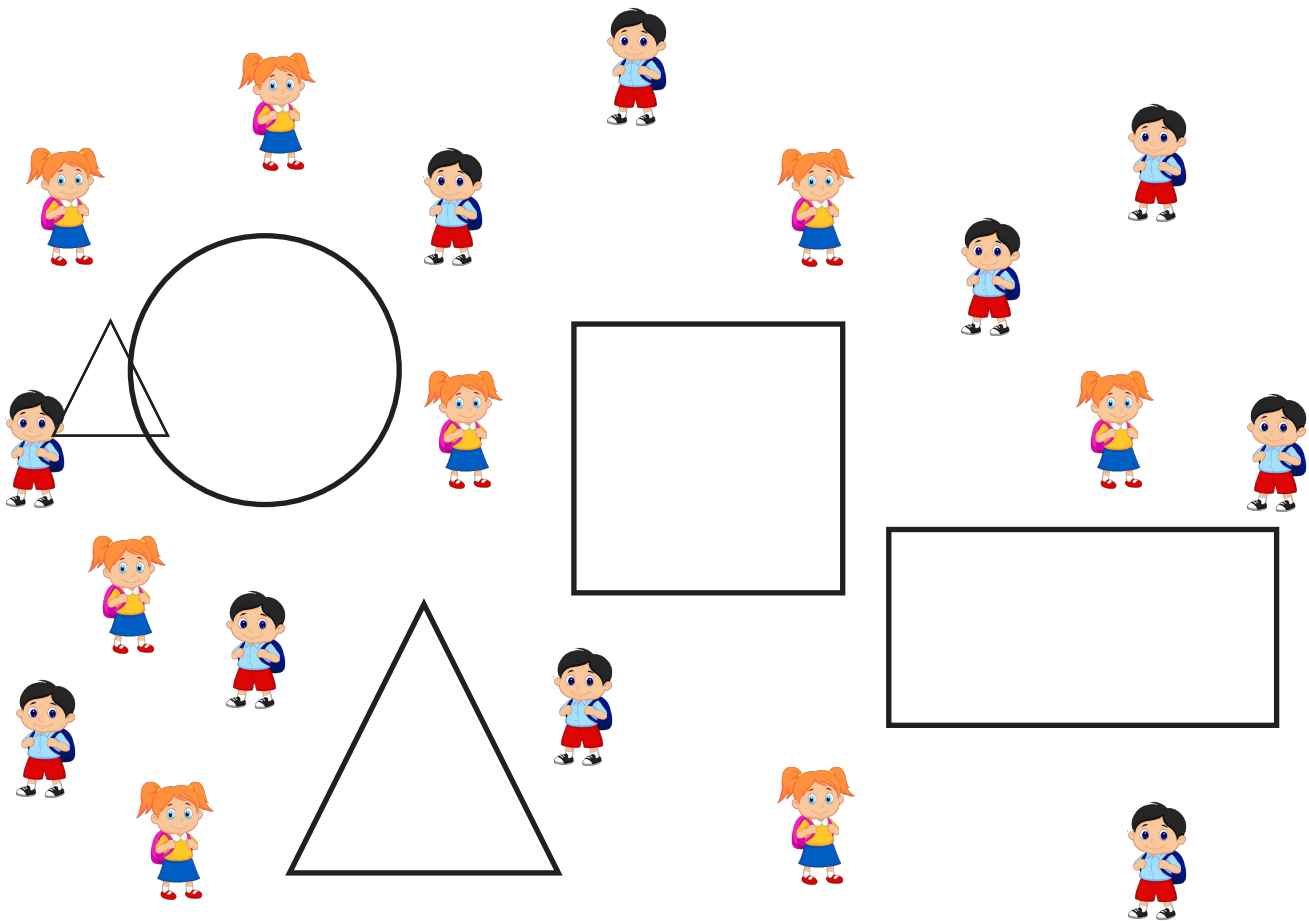
Look around for similar pictures of    and draw.



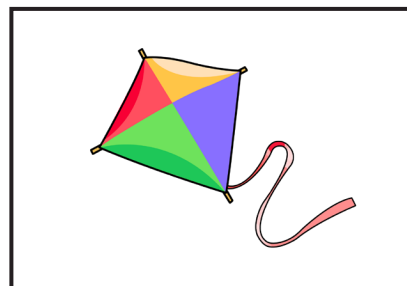
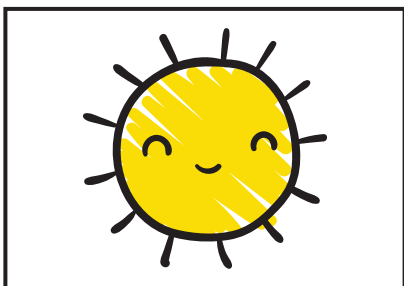
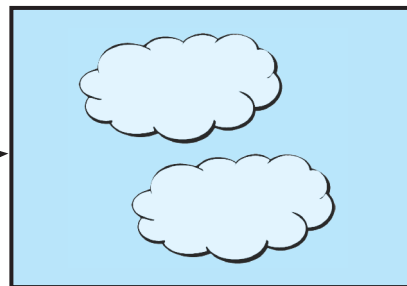
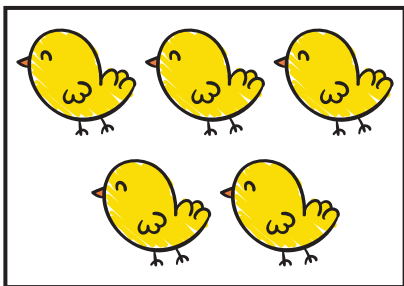
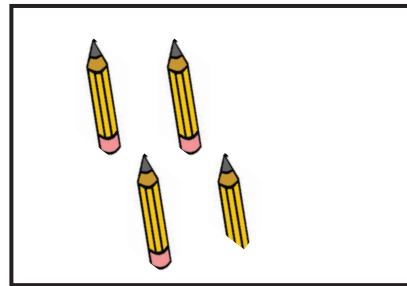
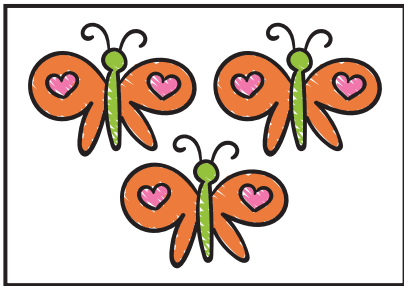
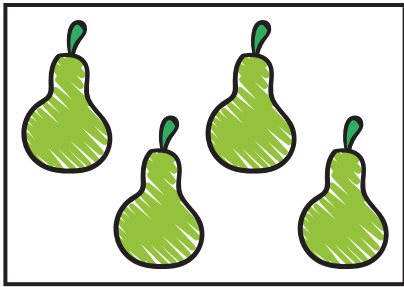
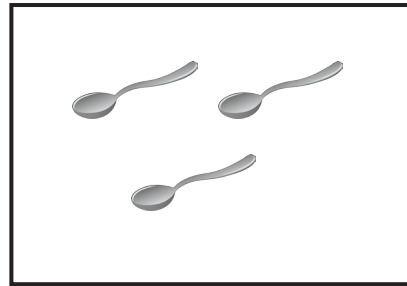
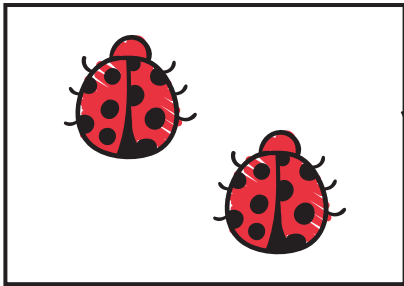
Game of Shapes

Outdoor activity - Teacher will draw different shapes on the ground and recite a poem like fire in the jungle, run-run-run etc. and children will move around. The teacher will stop suddenly and speak the name of any one shape. Children have to reach inside that shape. Those who would jump inside the correct shape will stay in the game. As the number of players decreases, teacher will keep on deleting the shapes from the ground. Winners will be rewarded and appreciated.

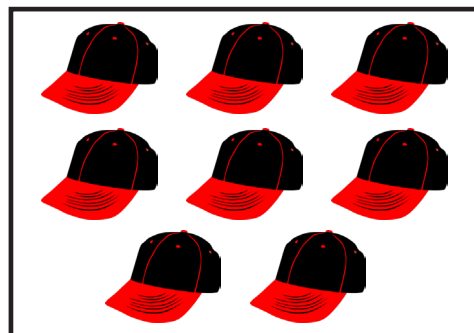
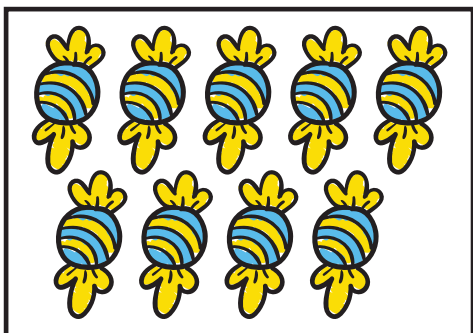
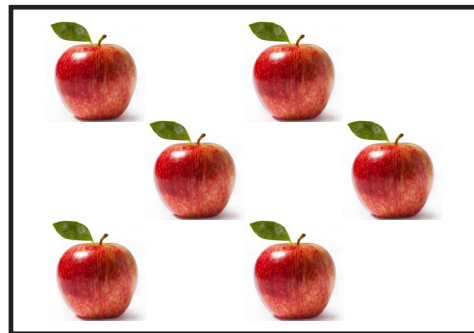
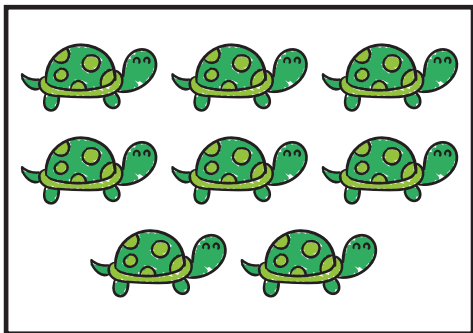
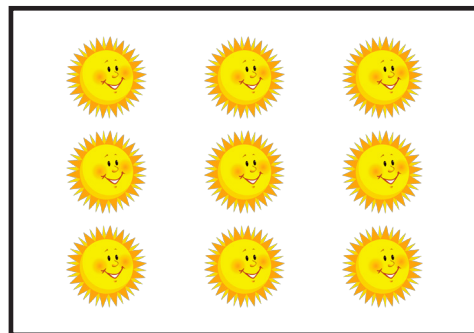
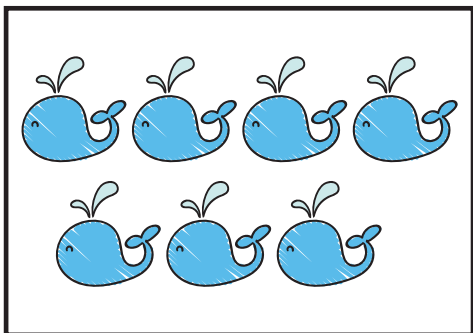
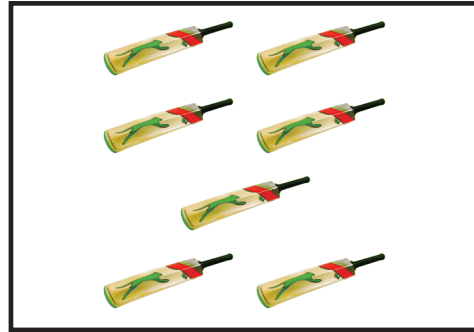
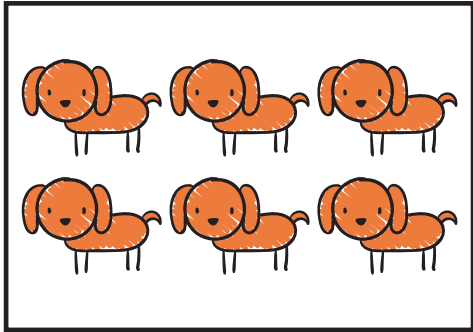


Name _____ Class _____
Section / Roll No. _____ Date _____

Count and Match



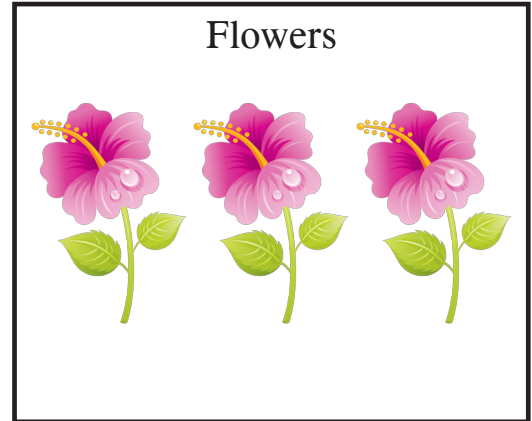
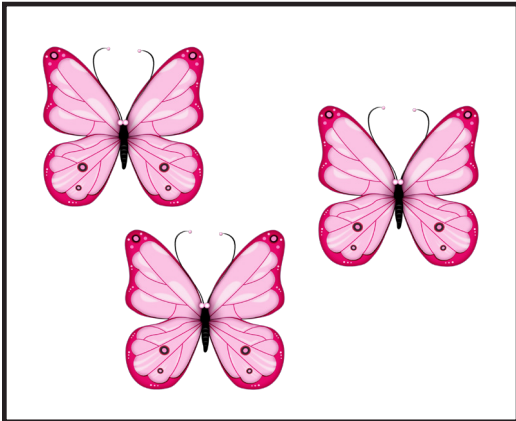
Count and Match



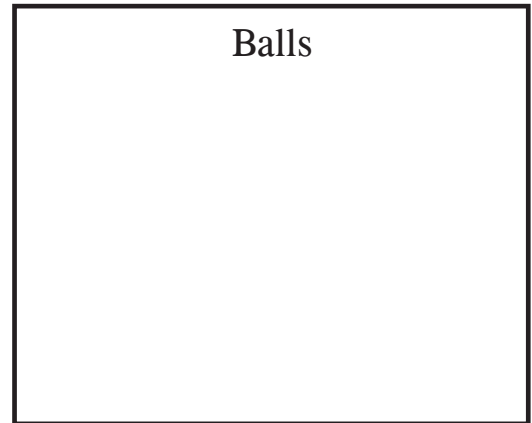
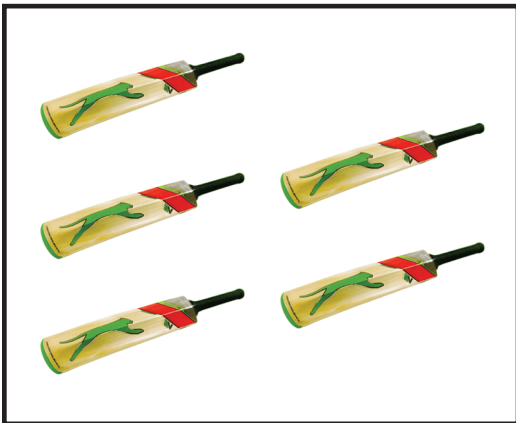
Name _____ Class _____
Section / Roll No. _____ Date _____

Count the number of things in left column
Draw equal number of things in right column

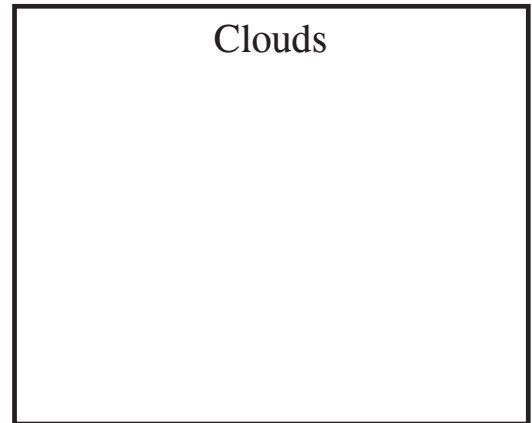
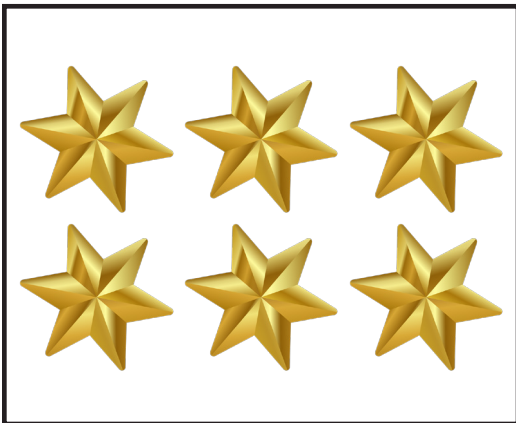
(A)



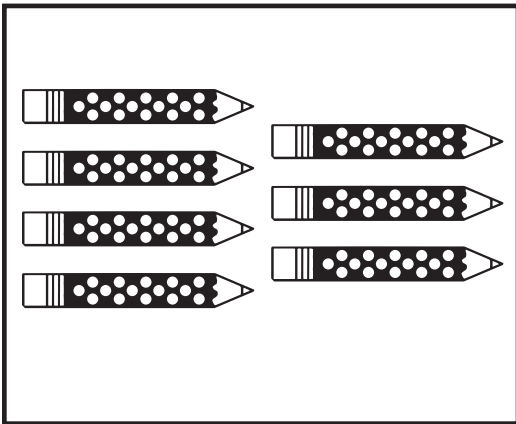
(B)



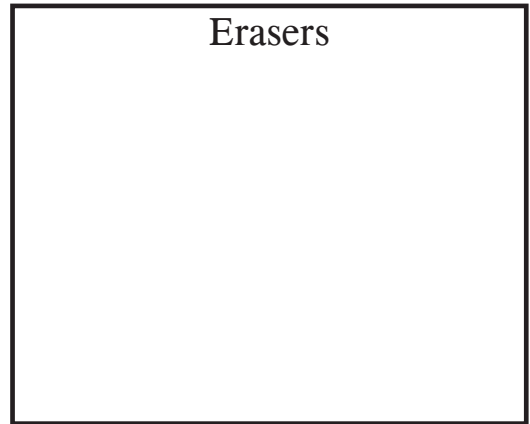
(C)



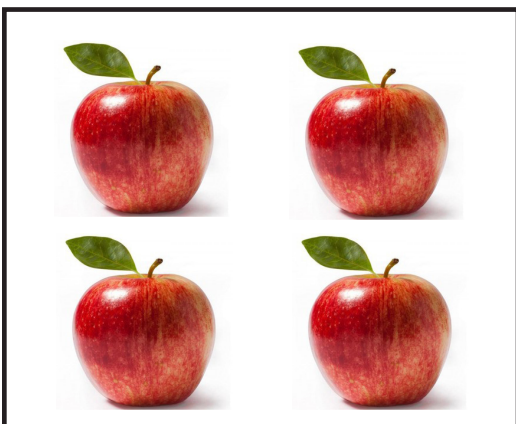
(A)



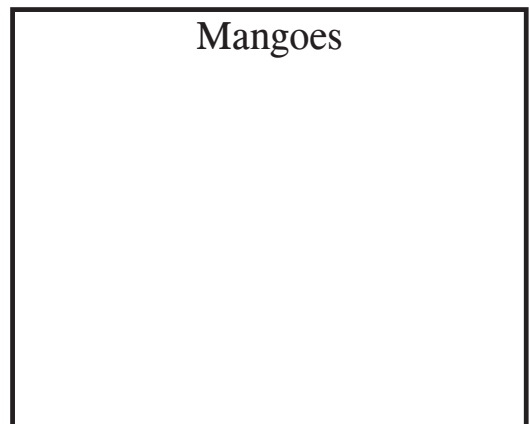
Erasers



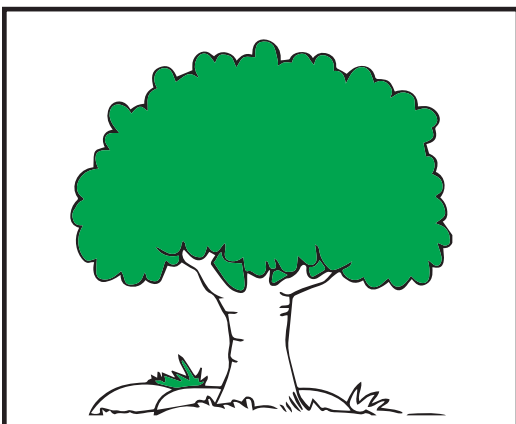
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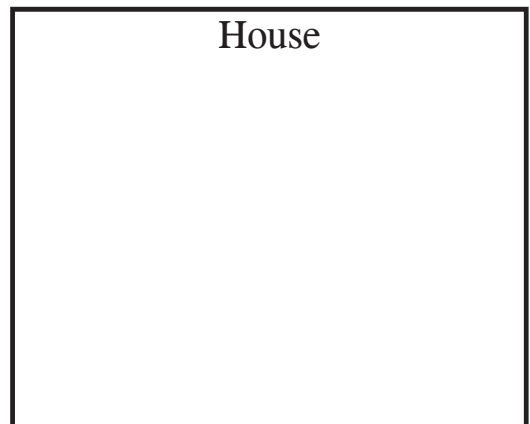
Mangoes



(C)





House





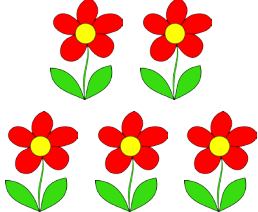
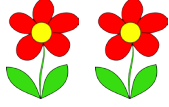
Name _____ Class _____
Section / Roll No. _____ Date _____

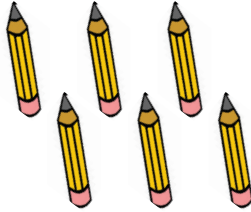

More or Less



Write **M** for more and **L** for less in the box.

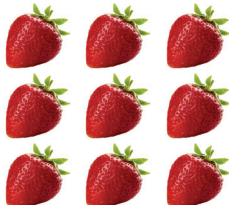
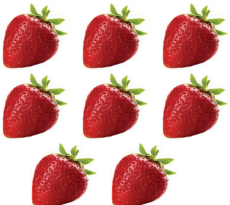
 <input type="text"/>	 <input type="text"/>
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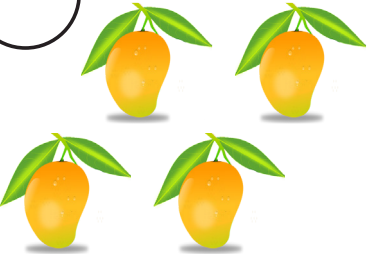
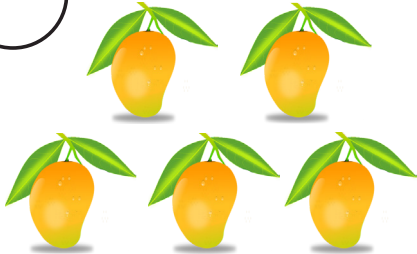
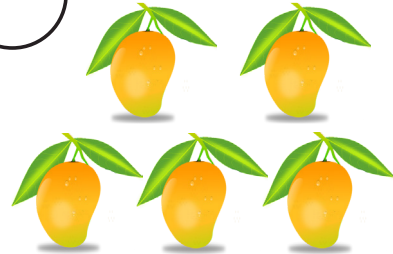









 <input type="text"/>	 <input type="text"/>
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 <input type="text"/>	 <input type="text"/>
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Equal to (=)

Two out of three sets in each row are equal. Let us count and ✓ sets that are equal

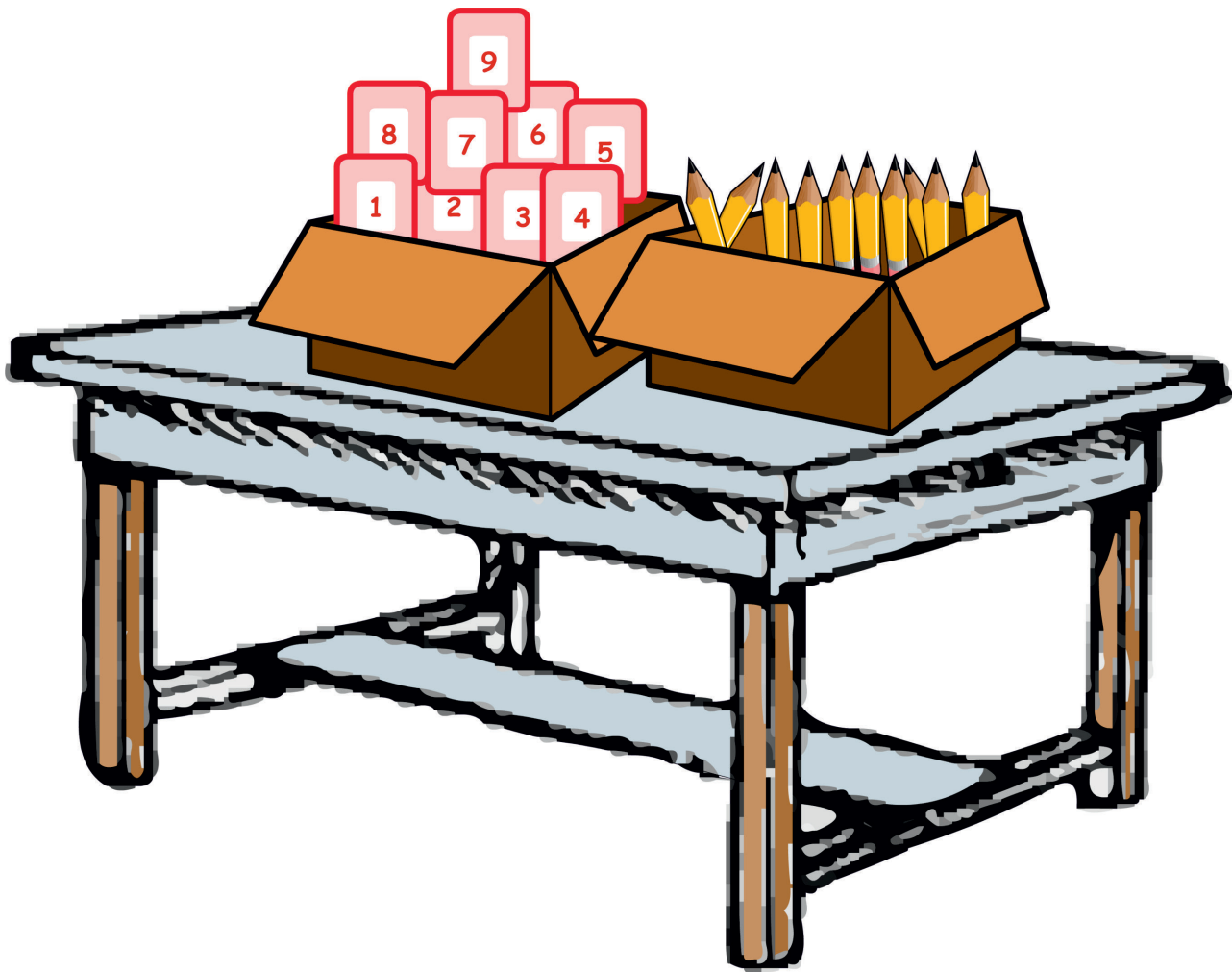
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<input style="width: 50px; height: 50px; border: 1px solid black;" type="radio"/> 	<input style="width: 50px; height: 50px; border: 1px solid black;" type="radio"/> 	<input style="width: 50px; height: 50px; border: 1px solid black;" type="radio"/> 



Name _____ Class _____
 Section / Roll No. _____ Date _____

Recognise the number and count the objects

Activity - The teacher will put two boxes on the table. In one box flash cards from 1 to 9 will be kept and in the other some pencils will be placed. The teacher will ask a student to pick a flash card from first box and then pick equal number of pencils from the other box. This activity can be repeated a number of times with different children.



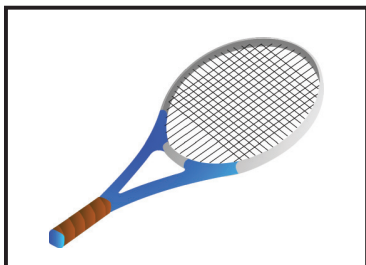
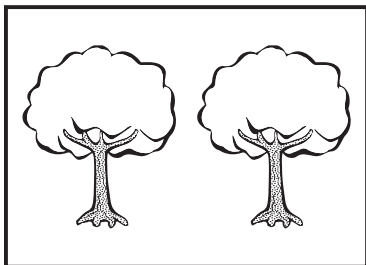
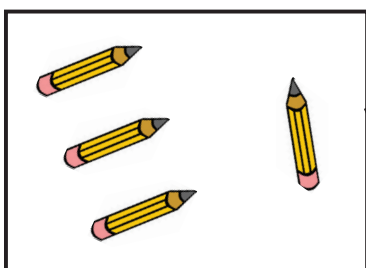
Teacher's Note : Teacher may use chalk, rubber, sharpner or any other available material in place of pencil. The teacher may explore his/her own activities to develop the concept of number.



Unit-2

Numbers from 1 to 10

✦ Count and Match



1

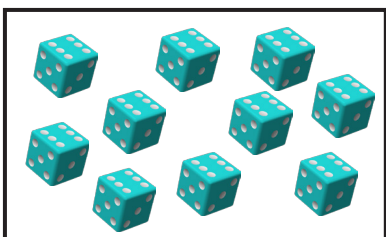
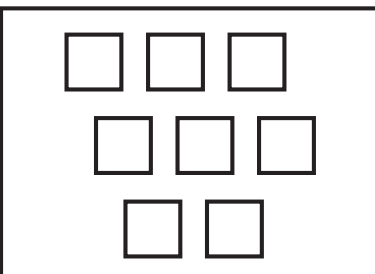
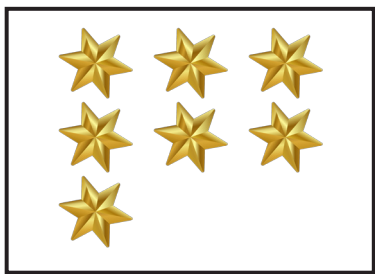
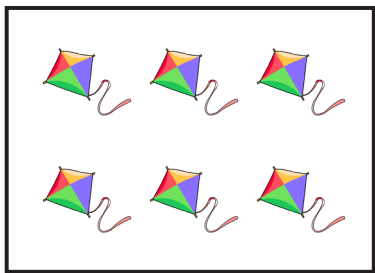
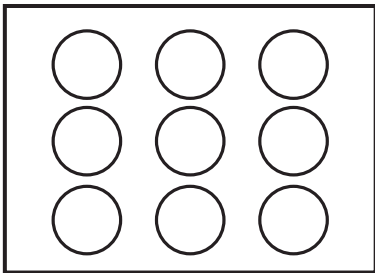
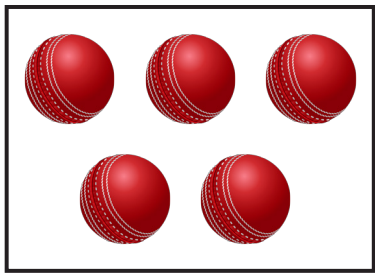
2

3

4



Name _____ Class _____
Section / Roll No. _____ Date _____



5

6

7

8

9

10



Make mala with different number of beads



Ruchi made the mala of **5** beads



Deepak made the mala of **7** beads



Surbhi made the mala of **9** beads



Dheeraj made the mala of **8** beads



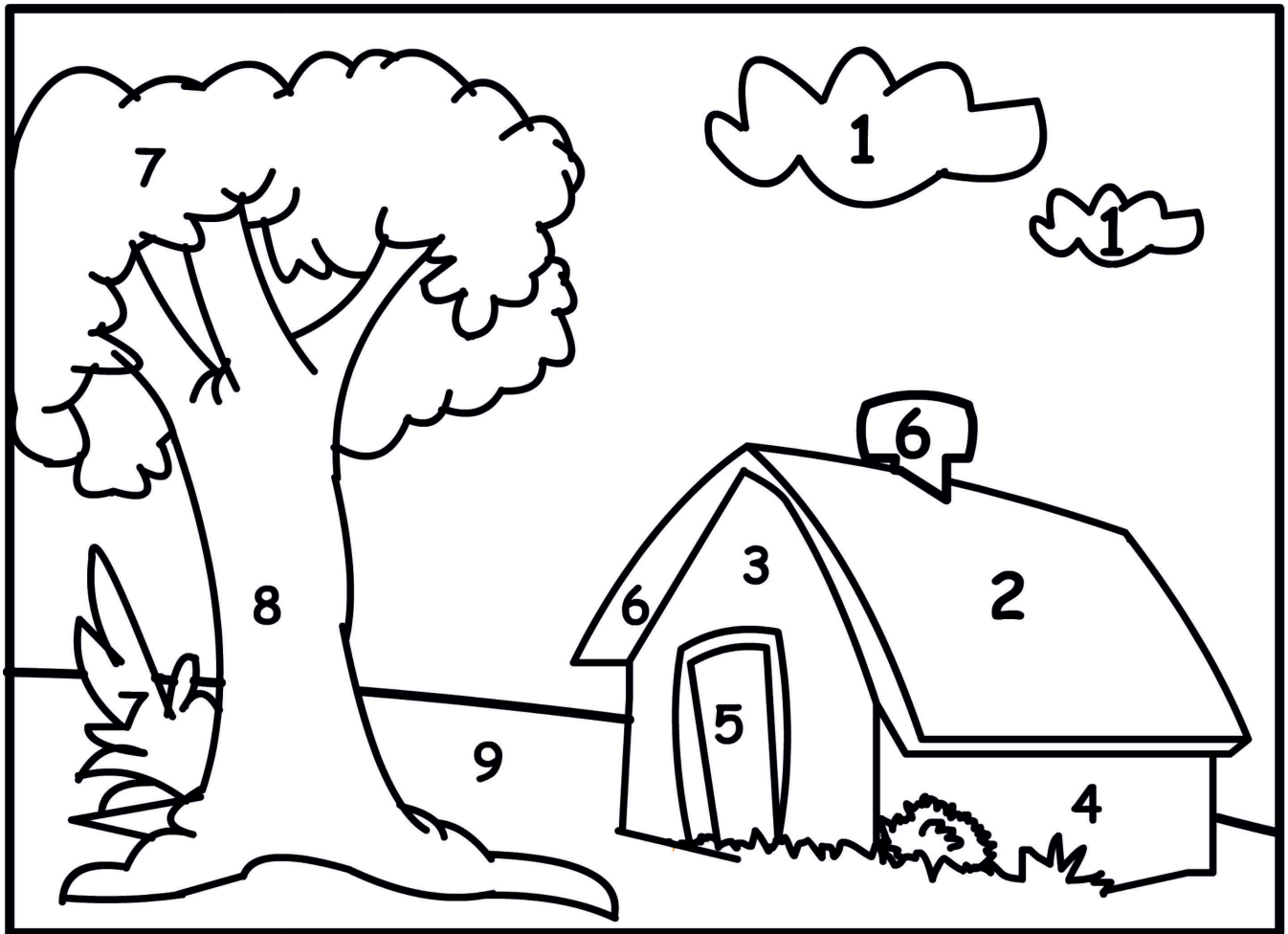
Note : Teacher can further reinforce the activity on blackboard with the various numbers.



Name _____ Class _____
Section / Roll No. _____ Date _____

❖ Colour the picture according to their respective numbers.

- | | | |
|-----------|-----------|----------|
| 1. Blue | 4. White | 7. Green |
| 2. Yellow | 5. Orange | 8. Brown |
| 3. Red | 6. Black | 9. Pink |



✦ Let's write numbers -

1	2	3	4	5



Name _____ Class _____
Section / Roll No. _____ Date _____

✦ Let's write numbers -

6	7	8	9	10





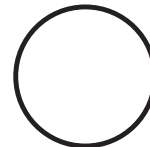
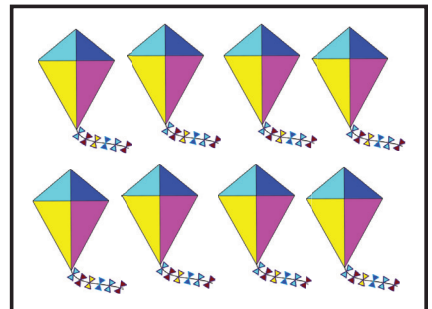
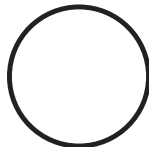
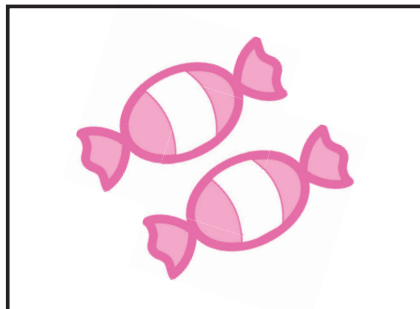
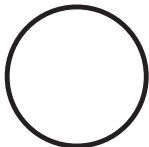
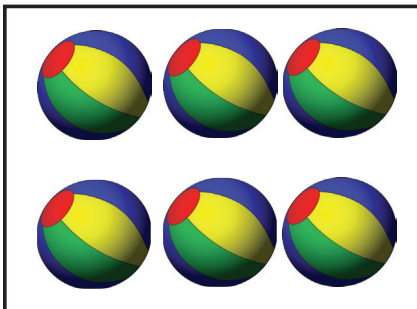
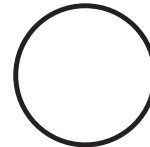
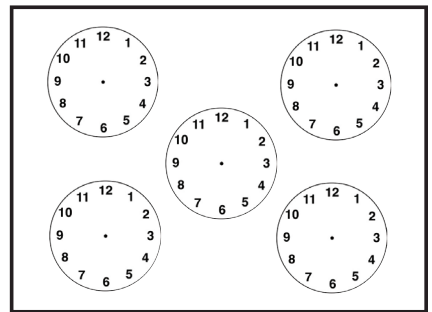
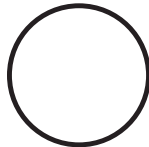
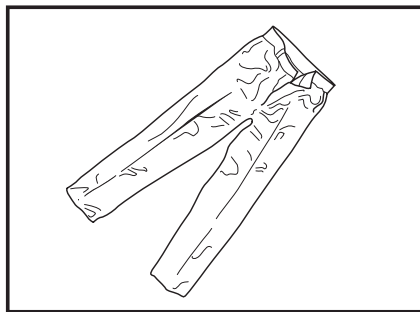
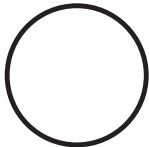
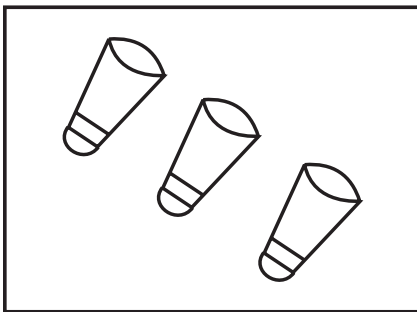
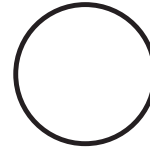
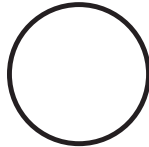
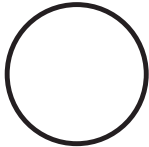
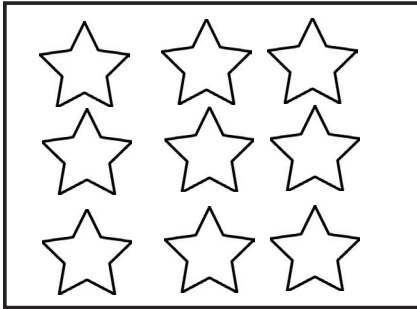
Let's write numbers -

1	2	3	4	5	6	7	8	9	10

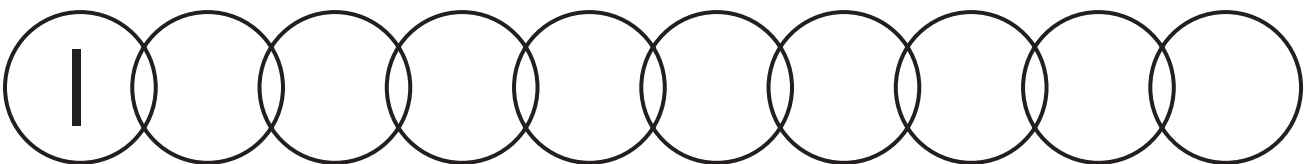


Name _____ Class _____
Section / Roll No. _____ Date _____

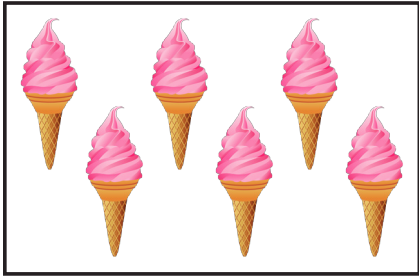
✦ Count the objects and write the number -



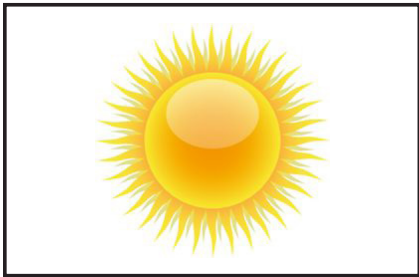
Now write the numbers in increasing order -



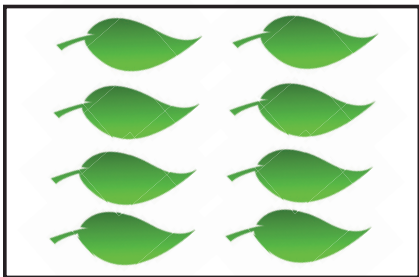
❖ Count the objects and write the number in the circle -



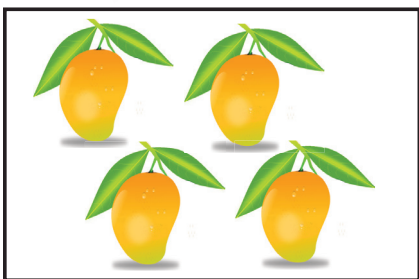
6



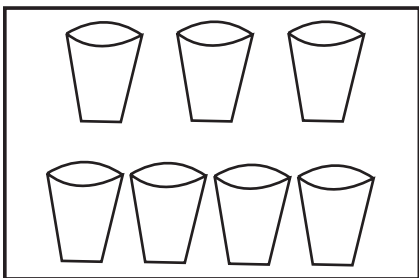
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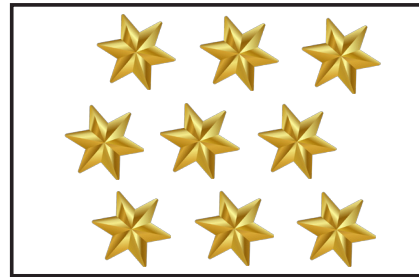
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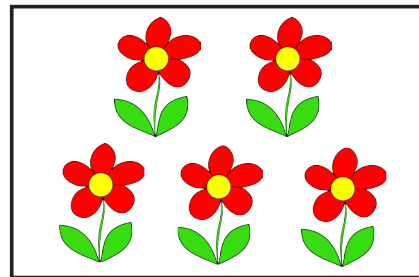
○



○



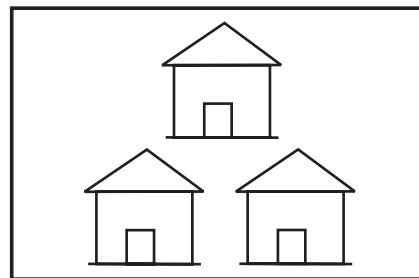
○



○



○



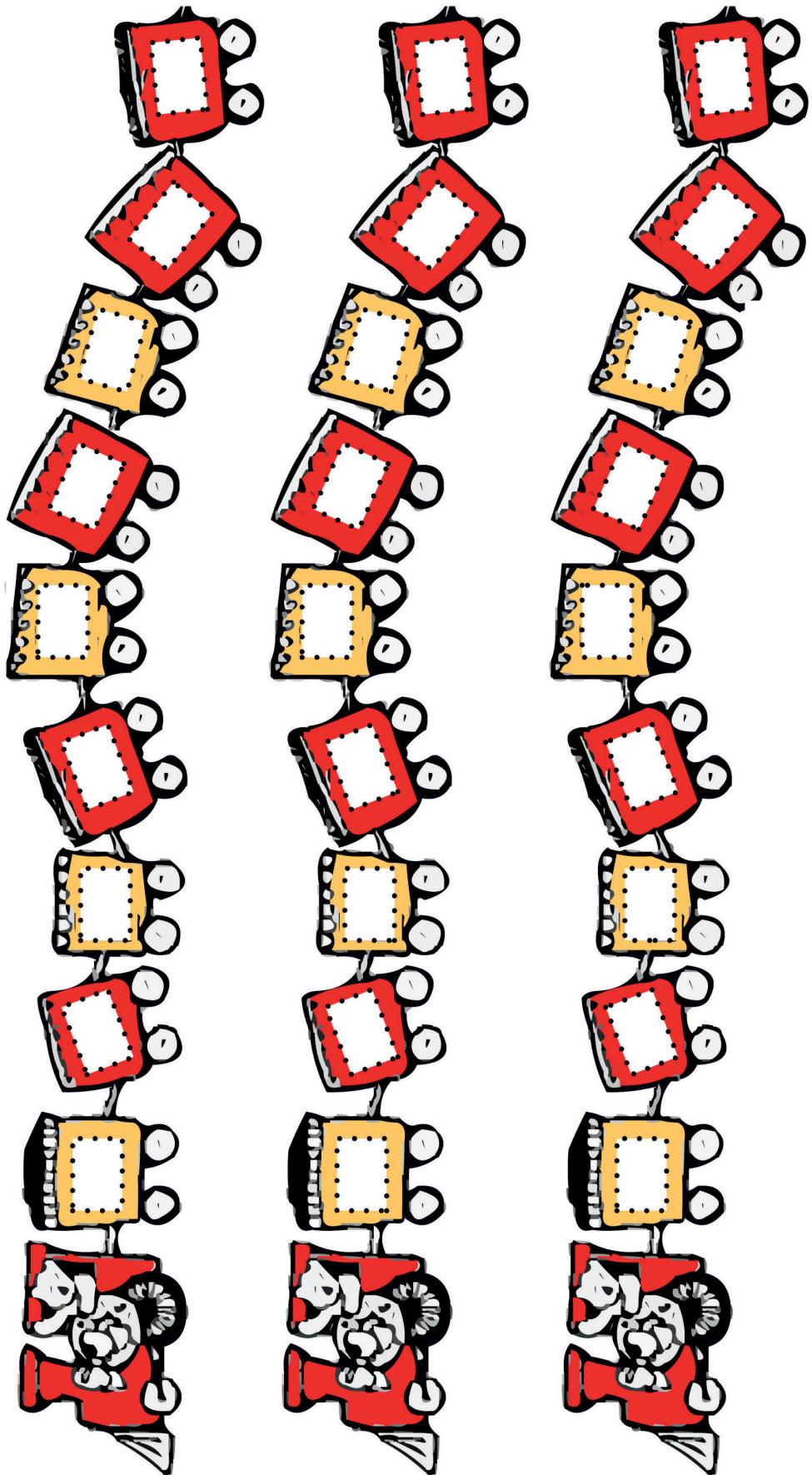
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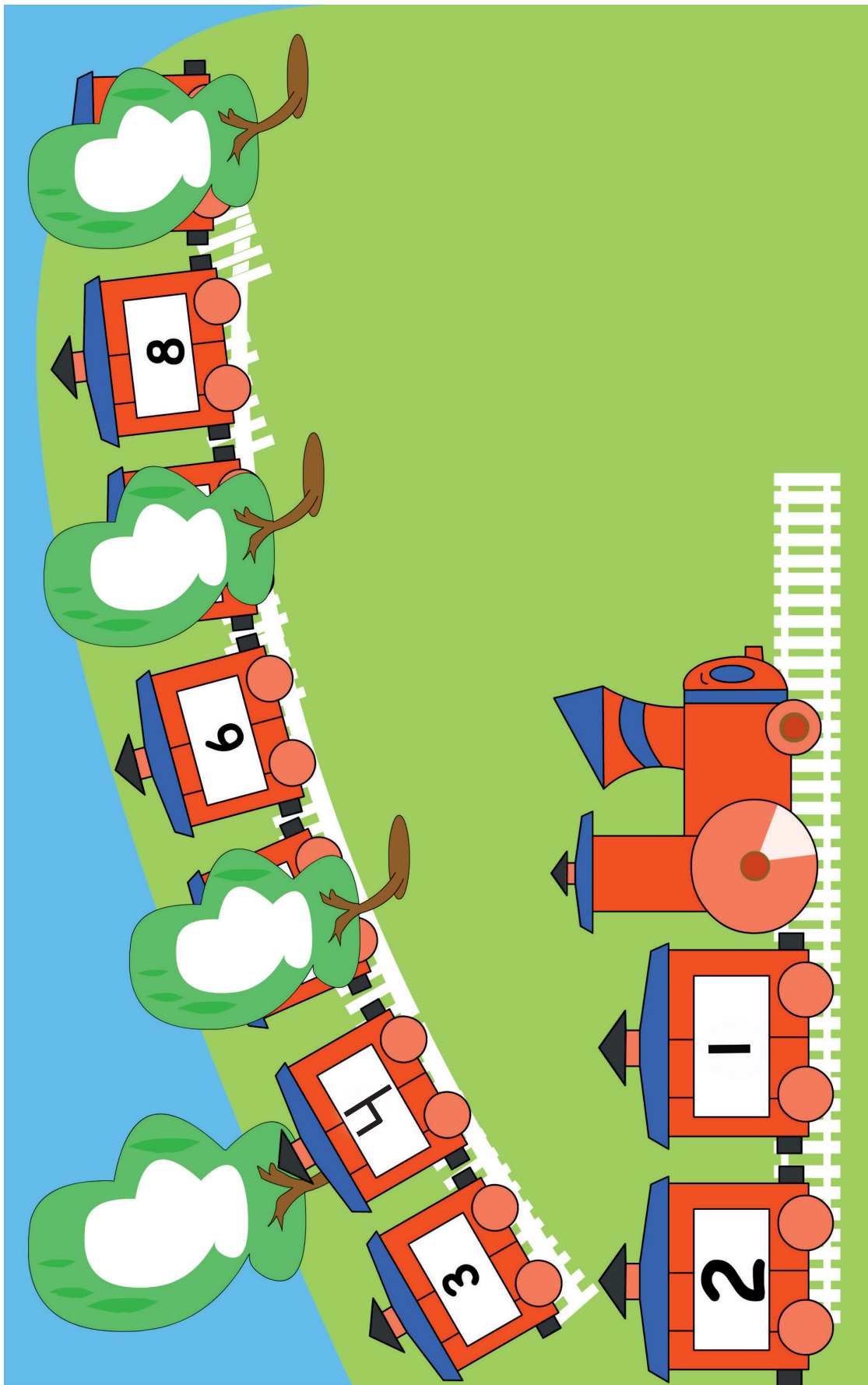
Name _____ Class _____
Section / Roll No. _____ Date _____

Practice Sheet

Write numbers from 1 to 9



Which numbers are hidden by the trees.

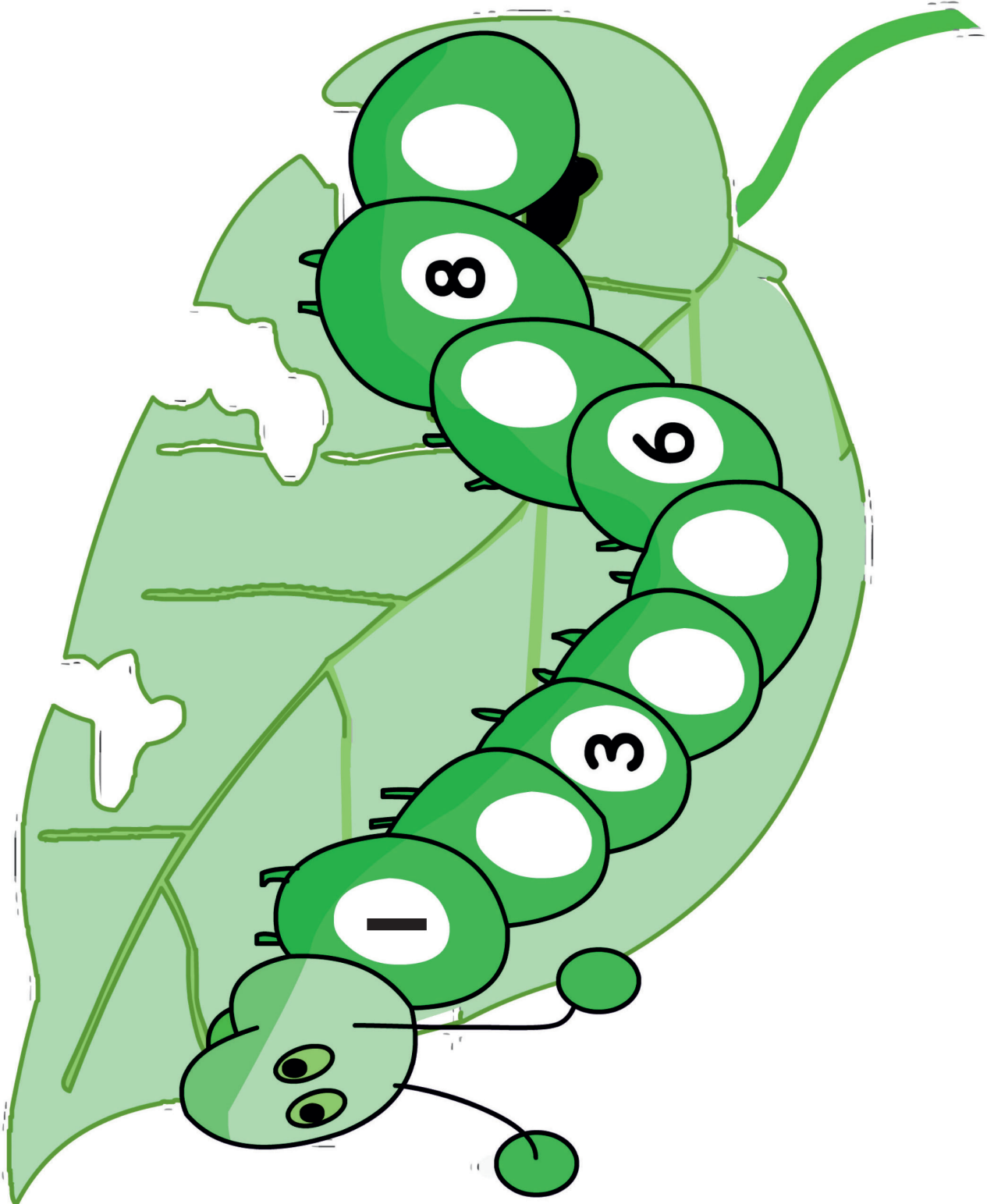


Write hidden numbers on the trees in the above picture.



Name _____ Class _____
Section / Roll No. _____ Date _____

❖ Fill the missing numbers-



✦ Write the number which is one less from the given number.

2

5

6

4

7

3

9

8

✦ Write the number which comes between the given numbers-

3 5

2 4

4 6

5 7

6 8

7 9

1 3

8 10

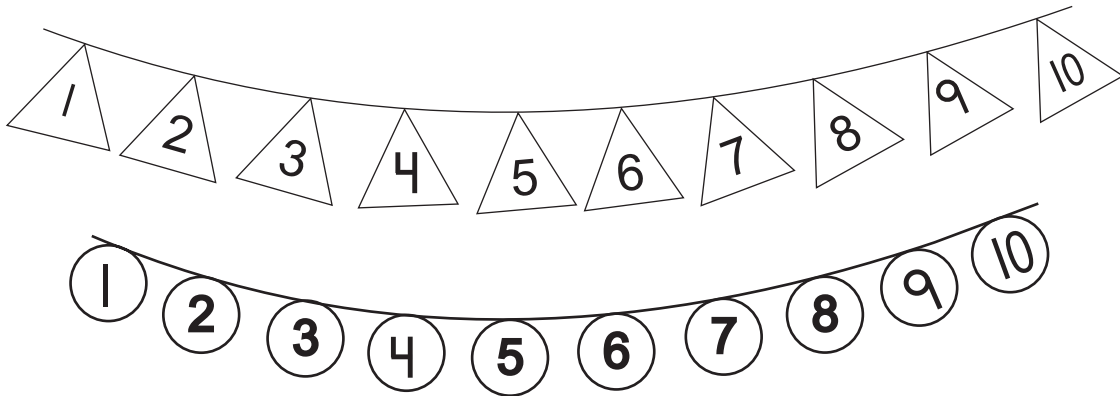


Name _____ Class _____
Section / Roll No. _____ Date _____

Number Mala

Activity: To prepare number mala with the help of children and use it for the understanding of different concepts to counting from 1 to 10 and assessment.

Procedure: The teacher will divide the class into groups of nine children each. Each child in the group will be assigned a number from 1 to 10. Children from each group will write the number assigned to him/her on the card. Children will arrange the numbers in order from 1 to 10. Teacher will help all the groups to put the cards in thread to prepare a number from 1 to 10.



✍ Teacher can use number mala in various ways to help children understand different mathematical concepts.

Some suggestions are as follows:

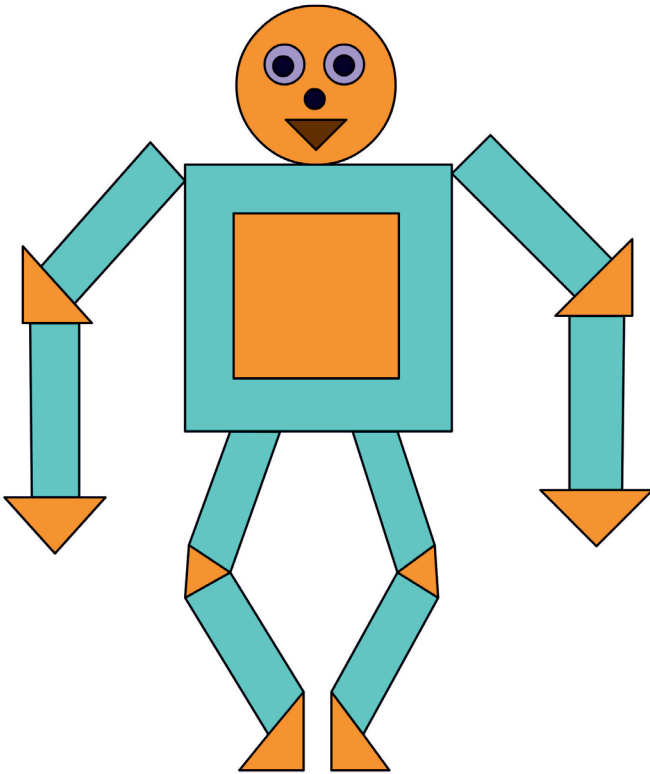
✍ A child can wear number mala and cover one of the numbers with hand - Rest of the children would guess the covered number.


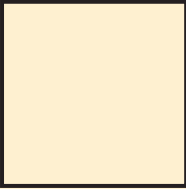
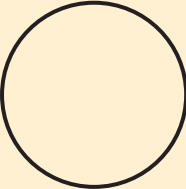
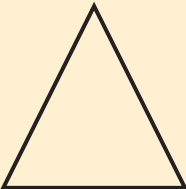
✍ Various concepts such as before, after, between, forward counting, even number, odd number and number patterns can be easily explained to students.



Assessment Sheet

Look at the figure given below. Count the shapes and complete the table -

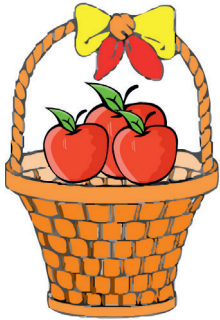


Shape	Numbers of shapes
	
	
	
	

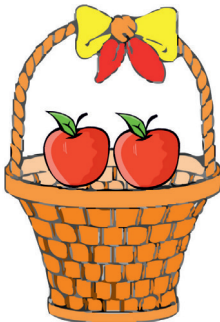


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Introduction of zero

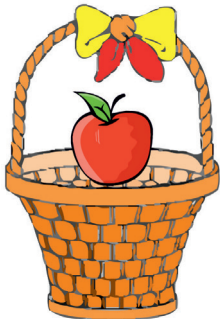


There are **3** apples in your basket.



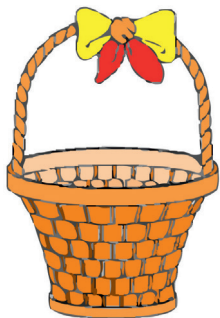
Take out **1**, you are left with **2**.

Take out one more.



Now you are left with **1** apple.

Take out one apple again.



Now your basket is empty.

Empty means "0"



Introduction of zero through objects

Story of Jassi



Once, there was a child, named Jassi. He was very hungry. His mother gave him five poori.



He ate one poori and counted the poori that were left.

He ate one more poori. Then he was left with

poori.

Now, Jassi gave one poori to his sister.

He gave one poori to his friend. Now, Jassi had

poori.

He gave last poori to his brother, Happy. Now he was left with no poori, which means [0] poori.



Name _____ Class _____
Section / Roll No. _____ Date _____

My Page

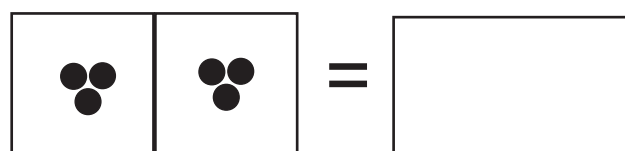
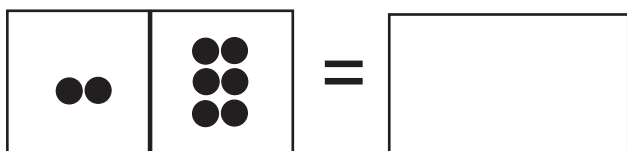
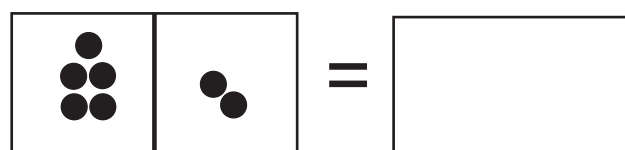
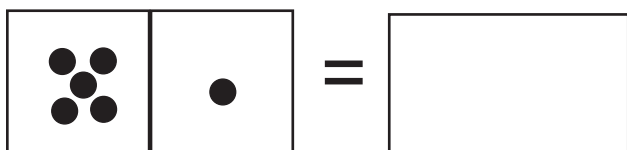
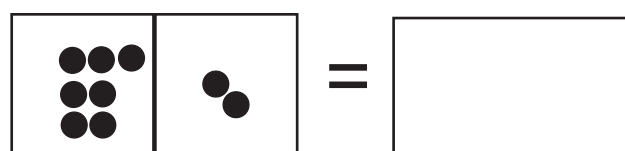
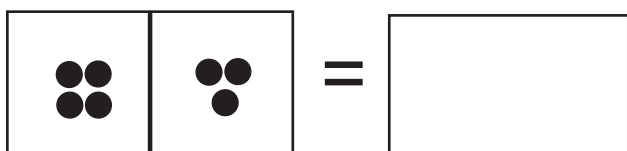
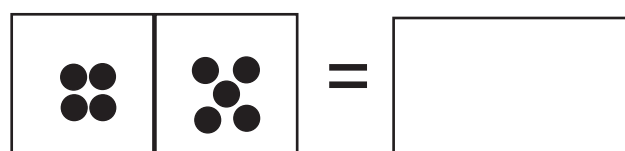
Name _____ Class _____
Section / Roll No. _____ Date _____



Unit-3

Addition

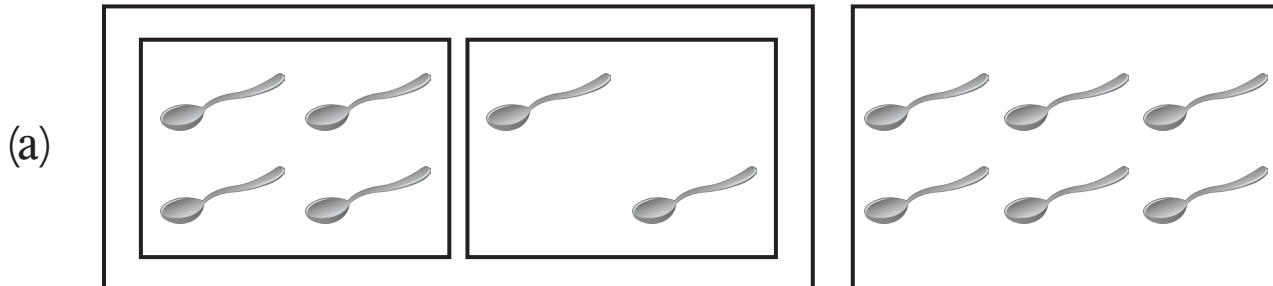
✦ Count the dots and draw the total number of dots



Name _____ Class _____
Section / Roll No. _____ Date _____

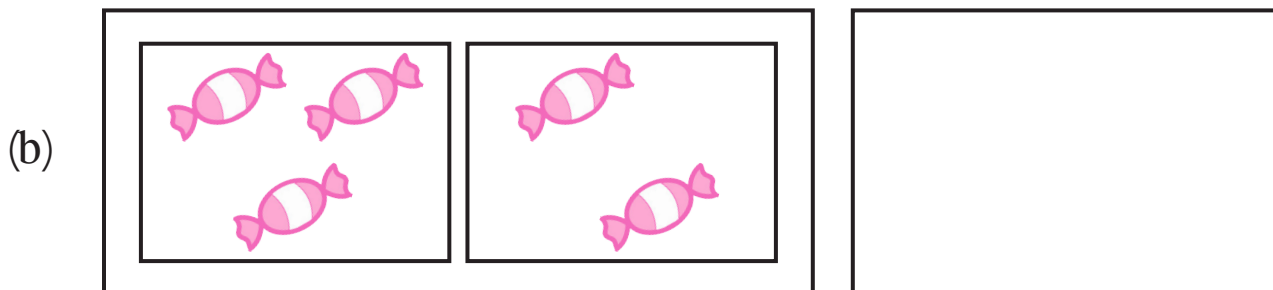
Introduction to Addition symbol (+)

✦ Write total number of things. Draw them also.



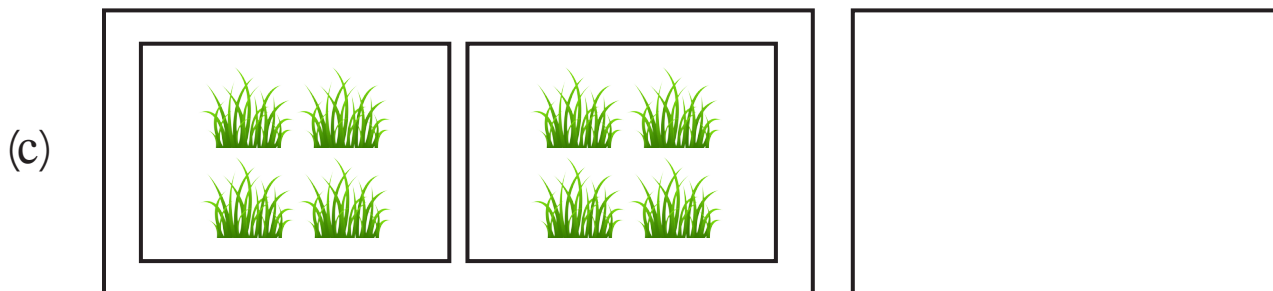
4 spoons and 2 spoons is equal to

spoons



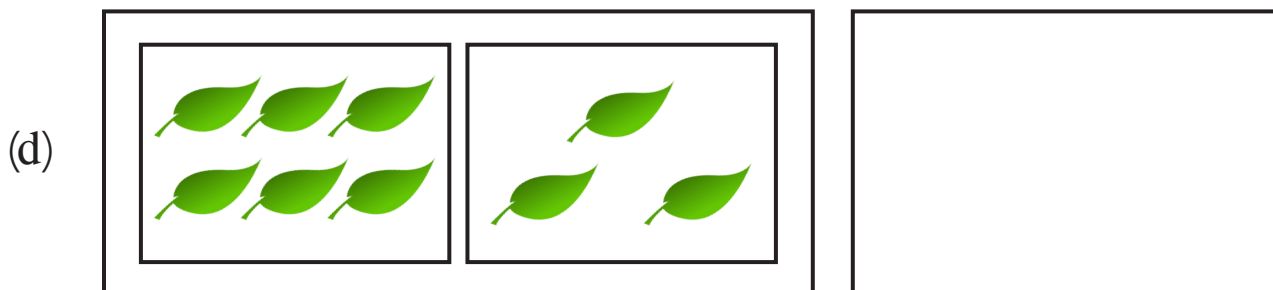
3 toffees and 2 toffees equal to

toffees



4 bushes and 4 bushes equal to

bushes



6 leaves and 3 leaves equal to

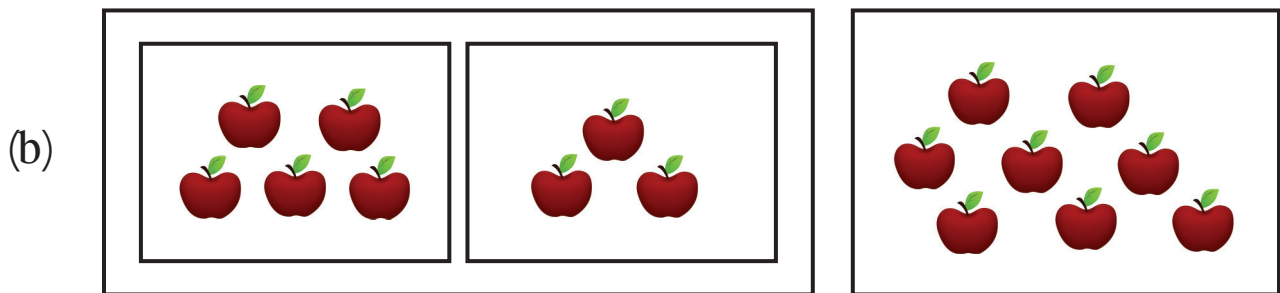
leaves



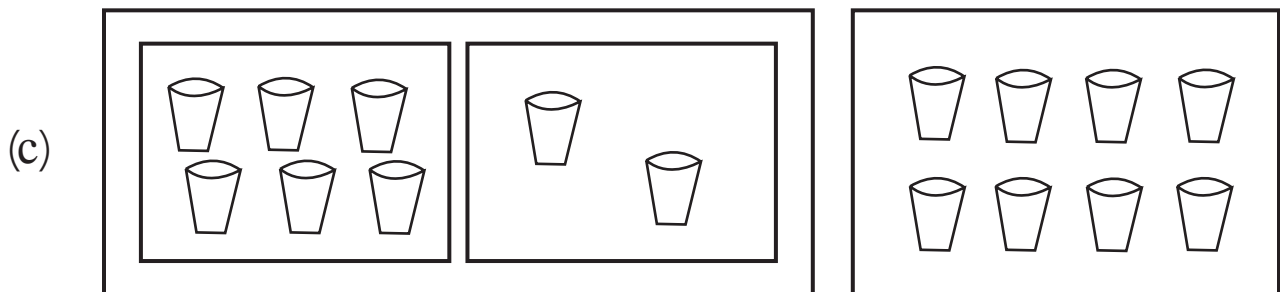
✦ Add and write.



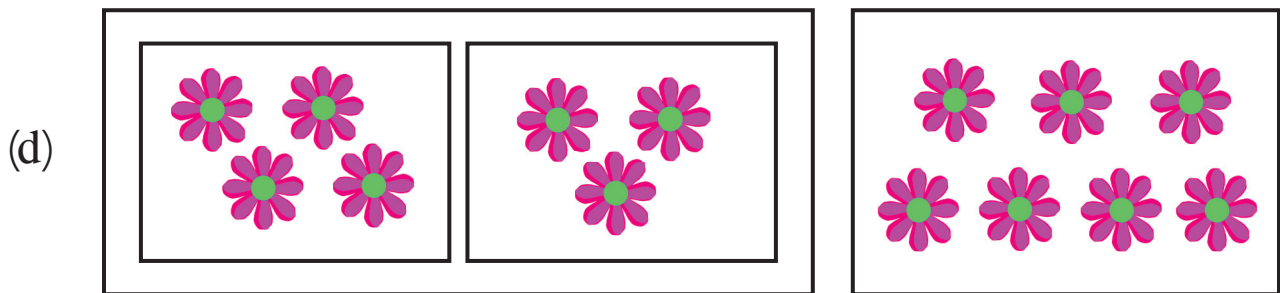
$$2 + 1 = \boxed{3}$$



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



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






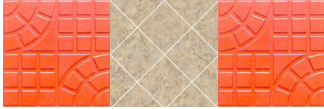
$$4 + 3 = \boxed{}$$



Name _____ Class _____
Section / Roll No. _____ Date _____



How many tiles?



(a)  +  = 9

(b)  +  =



(c)  +  =

(d)  +  =

(e)  +  =

(f)  +  =

(g)  +  =

(h)  +  =



Addition

(a) $1 + 3 =$

(j) $4 + 2 =$

(b) $2 + 2 =$

(k) $4 + 4 =$

(c) $6 + 3 =$

(l) $6 + 2 =$

(d) $2 + 5 =$

(m) $3 + 5 =$

(e) $8 + 1 =$

(n) $5 + 4 =$

(f) $2 + 1 =$

(o) $5 + 5 =$

(g) $1 + 6 =$

(p) $7 + 2 =$

(h) $3 + 2 =$

(q) $3 + 4 =$

(i) $7 + 1 =$

(r) $4 + 5 =$



Name _____ Class _____
Section / Roll No. _____ Date _____

Addition

(a) $1 + 0 =$

(b) $0 + 2 =$

(c) $0 + 3 =$

(d) $4 + 0 =$

(e) $5 + 0 =$

(f) $6 + 0 =$

(g) $0 + 7 =$

(h) $8 + 0 =$

(i) $0 + 9 =$



One more than 9 is 10

Sanjay's home is near to a bicycle stand. One bicycle is parked there every hour. Help Sanjay to count the number of bicycle parked after every hour.



$1 + 1 = \square$



$2 + 1 = \square$



$3 + 1 = \square$



$4 + 1 = \square$



$5 + 1 = \square$



$6 + 1 = \square$



$7 + 1 = \square$



$8 + 1 = \square$

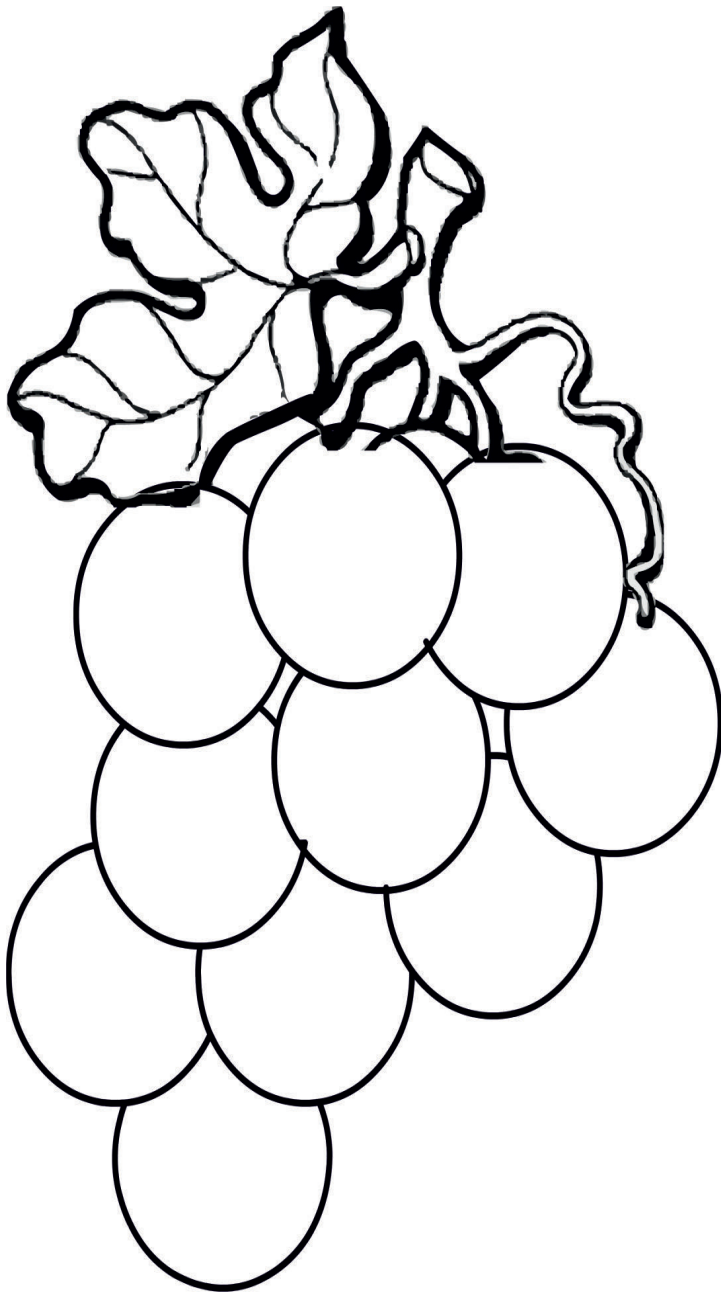


$9 + 1 = \square$



Name _____ Class _____
Section / Roll No. _____ Date _____

Colour the grapes



How many grapes?



Activity

Dice game

Activity of making a dice and use that dice to teach addition.

Objective

To enhance understanding of addition and make competent in using addition in daily activities.

Procedure

- The class will be divided into groups of four or five students each.
- Each group will be given empty cubical boxes and bindi cards.
- Children will count the faces of the box and write the numbers 1 to 6 over six faces.
- Then they would stick bindis on the face corresponding to the number written over it.

The teacher may ask the following questions during this activity :

- How many faces have you written the numbers upon?
- How many bindis did you use? Tell the total number.

Suggested Activity

- Each child of the group would throw the dice once.
- Then the numbers on the dice will be written on a blank paper.
- After that, the children of the group will add the total number of the numbers recorded on dice and compare the total of other groups.



Name _____ Class _____
Section / Roll No. _____ Date _____

My Page

Name _____ Class _____
Section / Roll No. _____ Date _____



Unit-4

Subtraction

✦ Take out the given objects from a number of objects and draw the pictures of the remaining objects.




(a)  -  = 

(b)  -  = 

(c)  -  = 

(d)  -  = 

(e)  -  = 

(f)  -  = 



Write, how many left

✦ Count the dots that are not crossed and write them in the boxes.

●	$1 - 0 =$ <input style="width: 40px; height: 20px;" type="text"/>	● ●	$2 - 0 =$ <input style="width: 40px; height: 20px;" type="text"/>
✕	$1 - 1 =$ <input style="width: 40px; height: 20px;" type="text"/>	✕ ●	$2 - 1 =$ <input style="width: 40px; height: 20px;" type="text"/>
● ● ●	$3 - 0 =$ <input style="width: 40px; height: 20px;" type="text"/>	✕ ✕	$2 - 2 =$ <input style="width: 40px; height: 20px;" type="text"/>
✕ ● ●	$3 - 1 =$ <input style="width: 40px; height: 20px;" type="text"/>	● ● ● ●	$4 - 0 =$ <input style="width: 40px; height: 20px;" type="text"/>
✕ ✕ ●	$3 - 2 =$ <input style="width: 40px; height: 20px;" type="text"/>	✕ ● ● ●	$4 - 1 =$ <input style="width: 40px; height: 20px;" type="text"/>
✕ ✕ ✕	$3 - 3 =$ <input style="width: 40px; height: 20px;" type="text"/>	✕ ✕ ● ●	$4 - 2 =$ <input style="width: 40px; height: 20px;" type="text"/>
● ● ● ● ●	$5 - 0 =$ <input style="width: 40px; height: 20px;" type="text"/>	✕ ✕ ✕ ●	$4 - 3 =$ <input style="width: 40px; height: 20px;" type="text"/>
✕ ● ● ● ●	$5 - 1 =$ <input style="width: 40px; height: 20px;" type="text"/>	✕ ✕ ✕ ✕	$4 - 4 =$ <input style="width: 40px; height: 20px;" type="text"/>
✕ ✕ ● ● ●	$5 - 2 =$ <input style="width: 40px; height: 20px;" type="text"/>	● ● ● ● ● ●	$6 - 0 =$ <input style="width: 40px; height: 20px;" type="text"/>
✕ ✕ ✕ ● ●	$5 - 3 =$ <input style="width: 40px; height: 20px;" type="text"/>	✕ ● ● ● ● ●	$6 - 1 =$ <input style="width: 40px; height: 20px;" type="text"/>
✕ ✕ ✕ ✕ ●	$5 - 4 =$ <input style="width: 40px; height: 20px;" type="text"/>	✕ ✕ ● ● ● ●	$6 - 2 =$ <input style="width: 40px; height: 20px;" type="text"/>
✕ ✕ ✕ ✕ ✕	$5 - 5 =$ <input style="width: 40px; height: 20px;" type="text"/>	✕ ✕ ✕ ● ● ●	$6 - 3 =$ <input style="width: 40px; height: 20px;" type="text"/>
		✕ ✕ ✕ ✕ ● ●	$6 - 4 =$ <input style="width: 40px; height: 20px;" type="text"/>
		✕ ✕ ✕ ✕ ✕ ●	$6 - 5 =$ <input style="width: 40px; height: 20px;" type="text"/>
		✕ ✕ ✕ ✕ ✕ ✕	$6 - 6 =$ <input style="width: 40px; height: 20px;" type="text"/>



Subtraction

(a) $1 - 1 =$

(i) $7 - 5 =$

(b) $4 - 2 =$

(j) $9 - 1 =$

(c) $4 - 3 =$

(k) $9 - 9 =$

(d) $5 - 3 =$

(l) $6 - 2 =$

(e) $6 - 5 =$

(m) $7 - 3 =$

(f) $6 - 3 =$

(n) $5 - 5 =$

(g) $7 - 4 =$

(o) $8 - 6 =$

(h) $8 - 2 =$

(p) $9 - 8 =$



Name _____ Class _____
Section / Roll No. _____ Date _____

Subtract

(a) $1 - 0 =$

(b) $2 - 0 =$

(c) $3 - 0 =$

(d) $4 - 0 =$

(e) $9 - 0 =$

(f) $7 - 0 =$

(g) $6 - 0 =$

(h) $5 - 0 =$

(i) $8 - 0 =$



Pomegranate

Seeta and Geeta went to the market

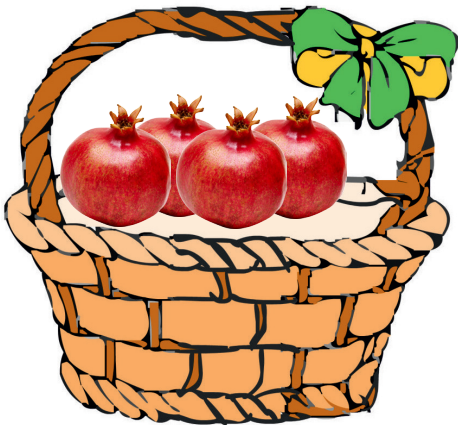
Brought pomegranates in the basket

Ten pomegranates in the basket of Geeta

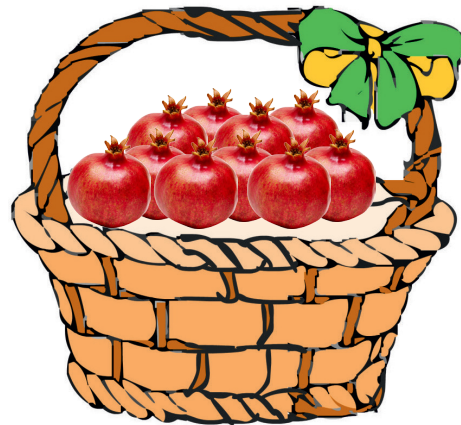
Four pomegranates in the basket of Seeta

Find out, how can we make equal

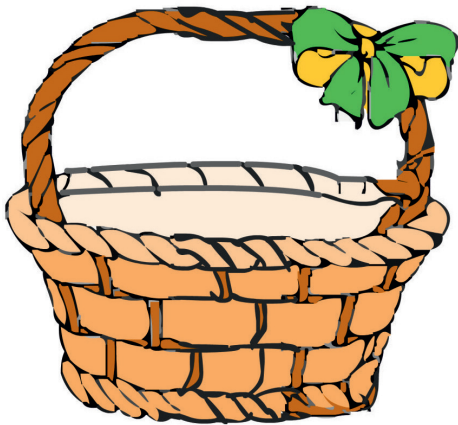
Pomegranates in the baskets?



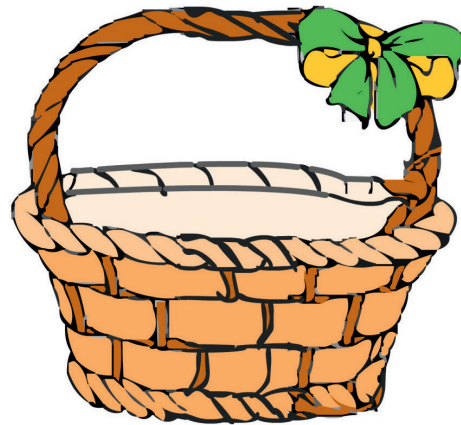
Seeta's basket



Geeta's basket



=



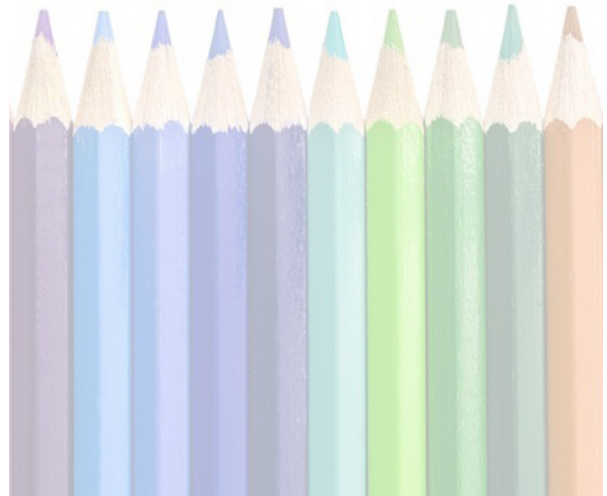
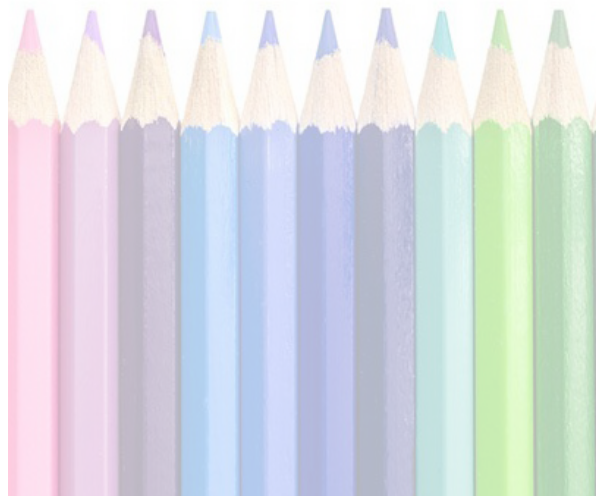
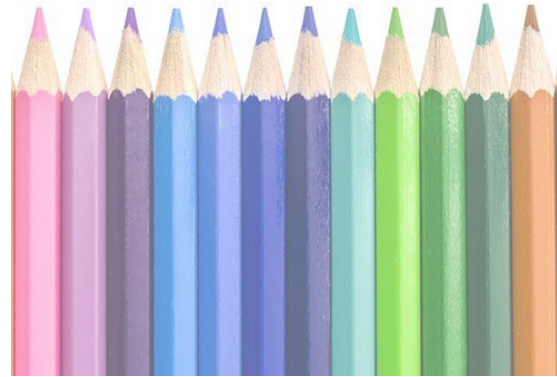
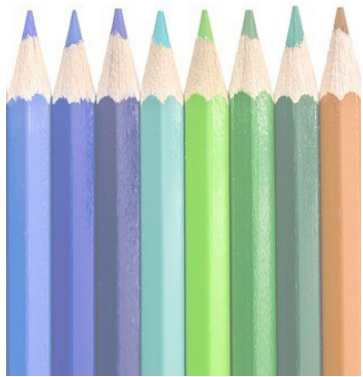
Name _____ Class _____
Section / Roll No. _____ Date _____

Group Activity

Some books or pencils will be placed in front of the children.

These will be distributed in two parts.

Keeping in mind that these are not equal in number, the children will now be asked to place equal numbers of pencils in both the boxes.



How many are left?

(1) Five parrots were sitting on the tree, three were sleeping, rest were awake. How many parrots were sitting awake? Tell me fast and don't be late.

(2) Nine butterflies were flying in a lawn four flew out to see a clown. How many were left on the ground?

(3) Seven little fishes were playing in a pond Three were caught in a net, How many are left?

(4) Six bananas were in the basket Salma ate one banana. How many were left?

(5) Eight monkeys were jumping on the tree, five of them came down the tree. How many monkeys were left on the tree?



Name _____ Class _____
Section / Roll No. _____ Date _____

My Page

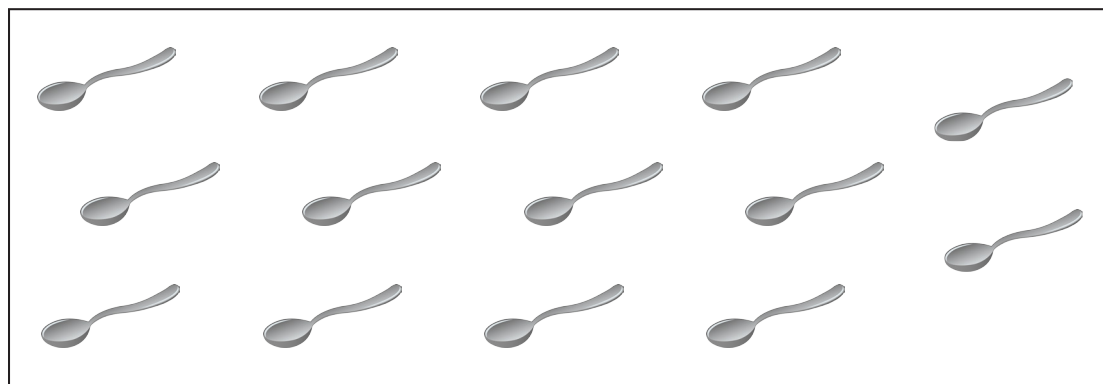
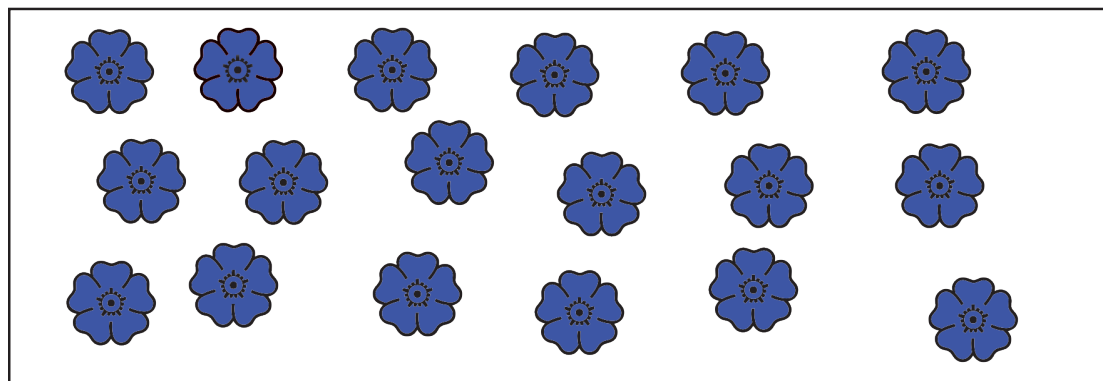
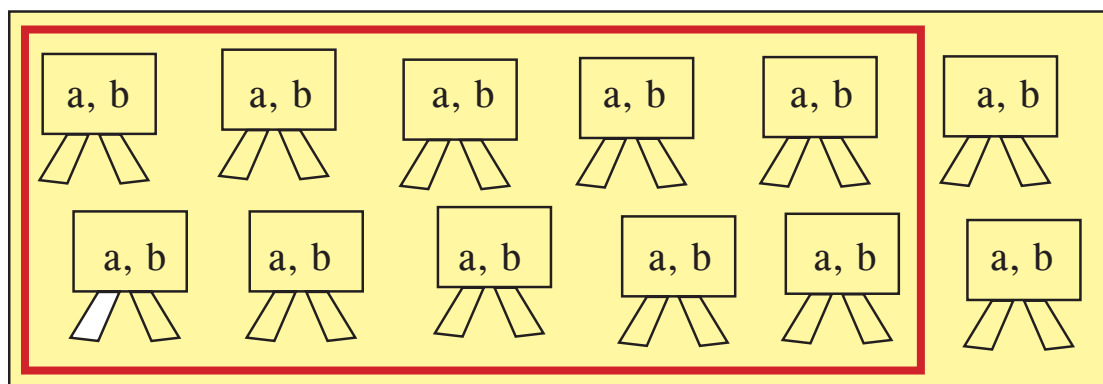
Name _____ Class _____
Section / Roll No. _____ Date _____



Unit-5

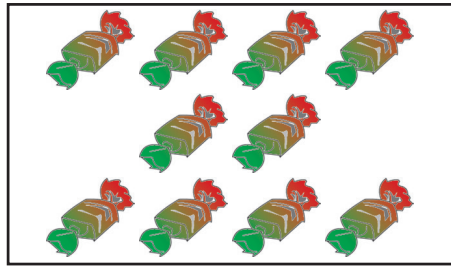
Numbers from Ten to Twenty

Make group of ten



Name _____ Class _____
Section / Roll No. _____ Date _____

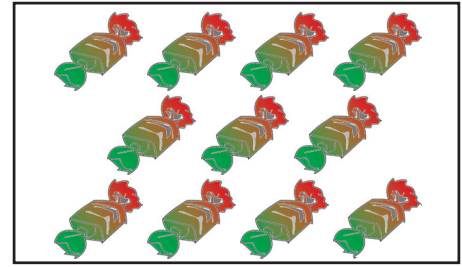
Count, add and write numbers in the box



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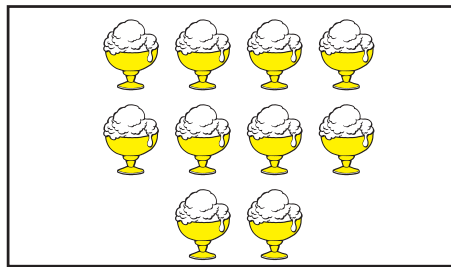
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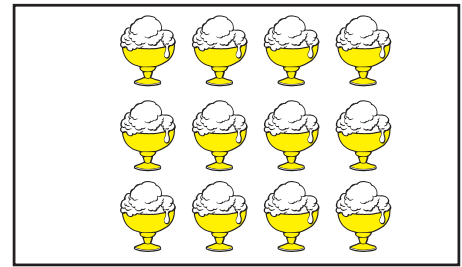
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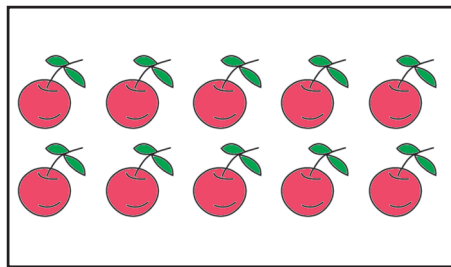
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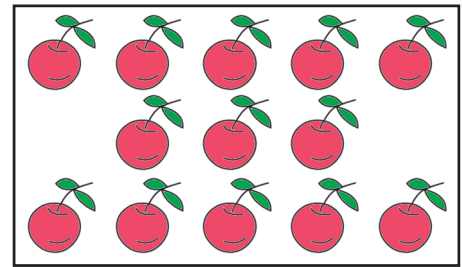
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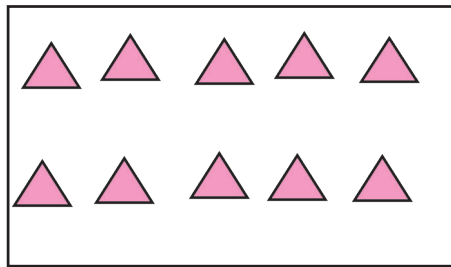
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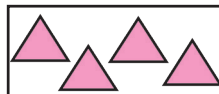
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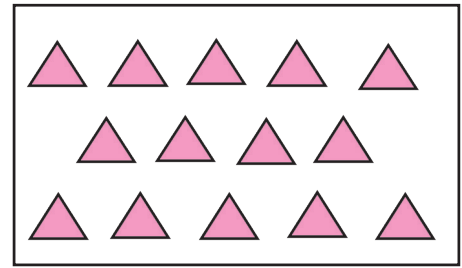
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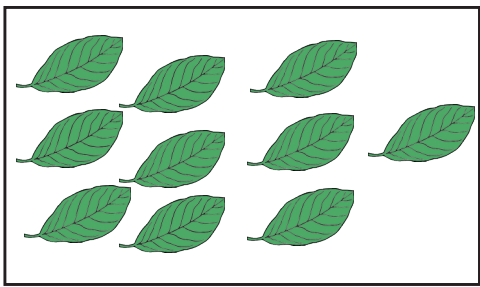
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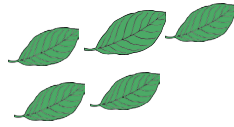
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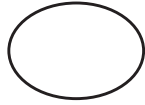
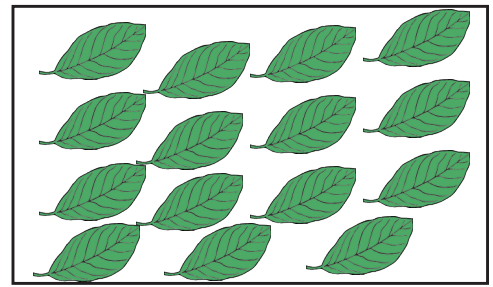




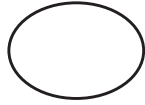
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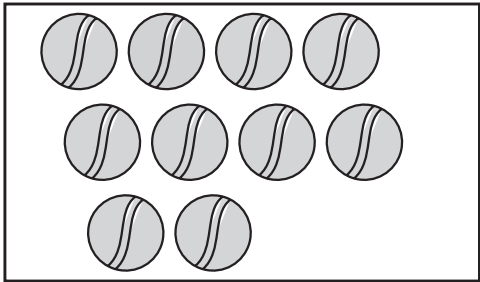
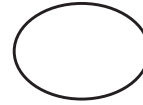
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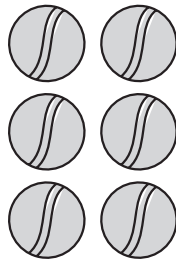
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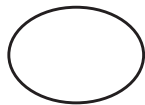
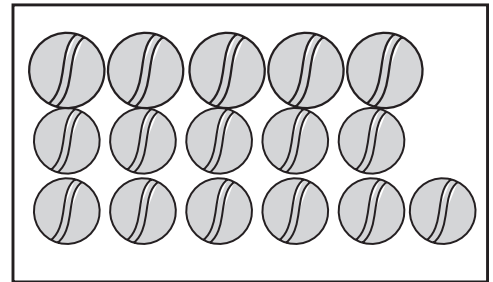
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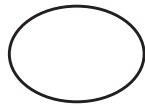
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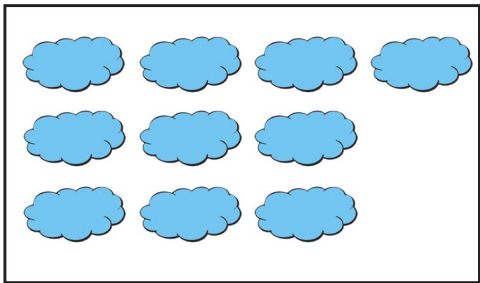
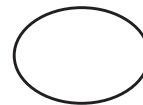
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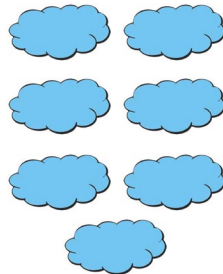
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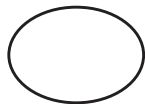
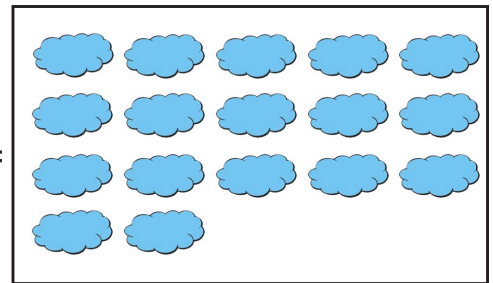
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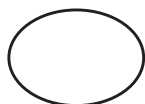
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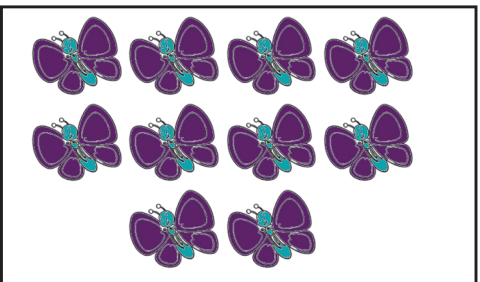
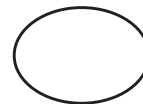
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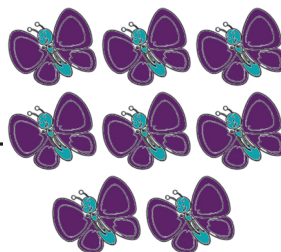
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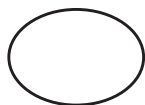
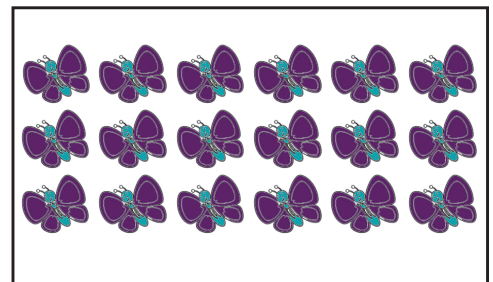
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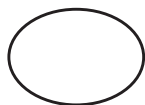
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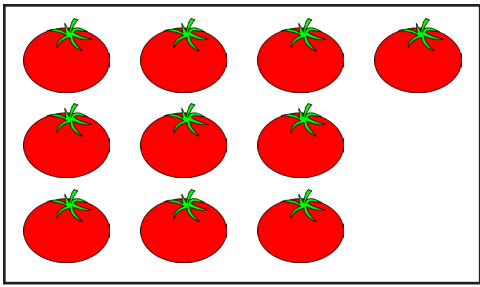
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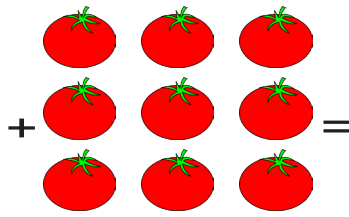
=



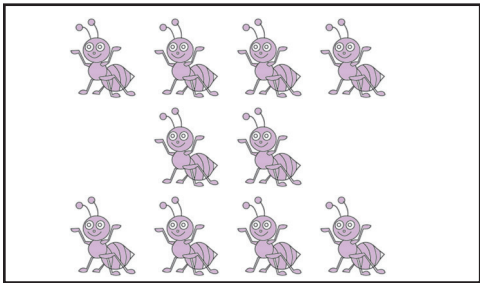
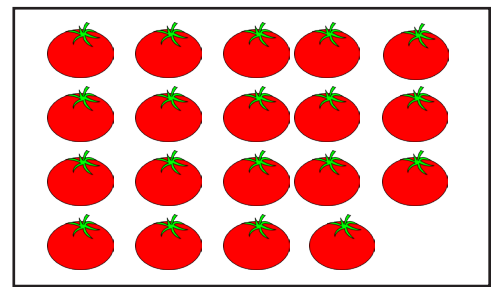
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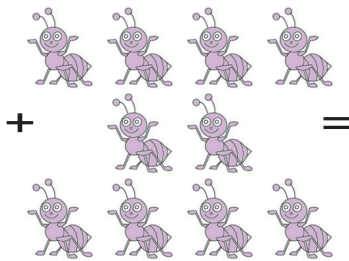
10



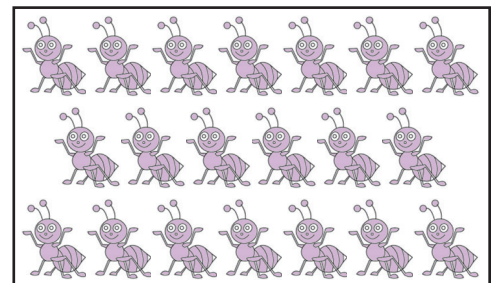
+ =



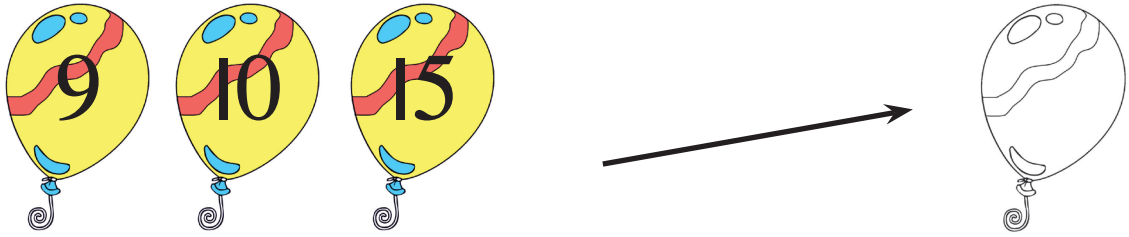
10

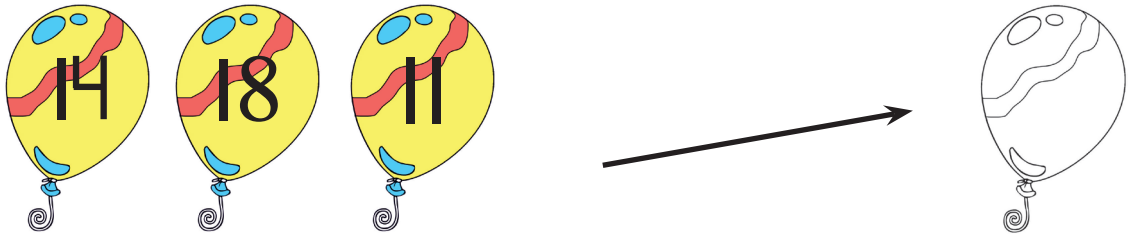


+ =

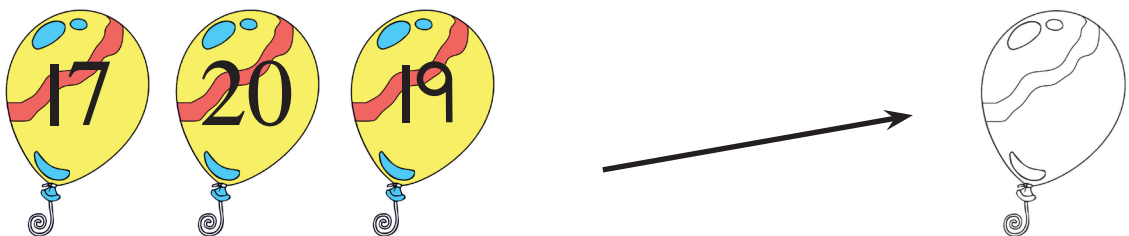


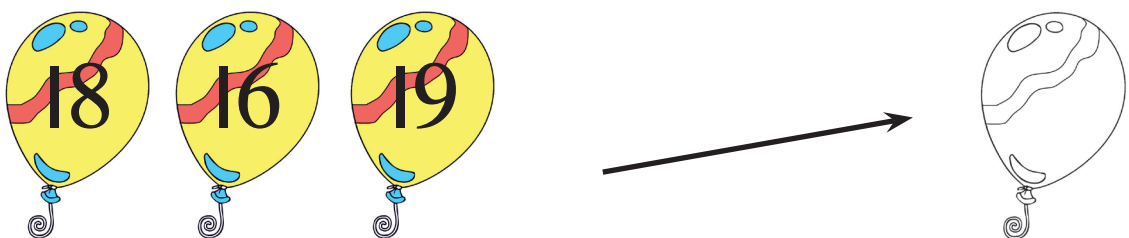
✦ Write the smallest number in the blank balloon.

(a)  Three balloons with numbers 9, 10, and 15. An arrow points to a blank balloon.

(b)  Three balloons with numbers 14, 18, and 11. An arrow points to a blank balloon.

(c)  Three balloons with numbers 17, 12, and 15. An arrow points to a blank balloon.

(d)  Three balloons with numbers 17, 20, and 19. An arrow points to a blank balloon.

(e)  Three balloons with numbers 18, 16, and 19. An arrow points to a blank balloon.



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✦ Encircle the smaller number.

(a)

14	16
----	----

(d)

15	17
----	----

(b)

13	10
----	----

(e)

18	16
----	----

(c)

11	15
----	----


(f)

15	17
----	----

✦ Write the biggest number in the blank balloon.


(a)

8	12	9
---	----	---

 → 


(b)

9	18	15
---	----	----

 → 


(c)

15	10	14
----	----	----

 → 












(d)

18	19	20
----	----	----

 → 



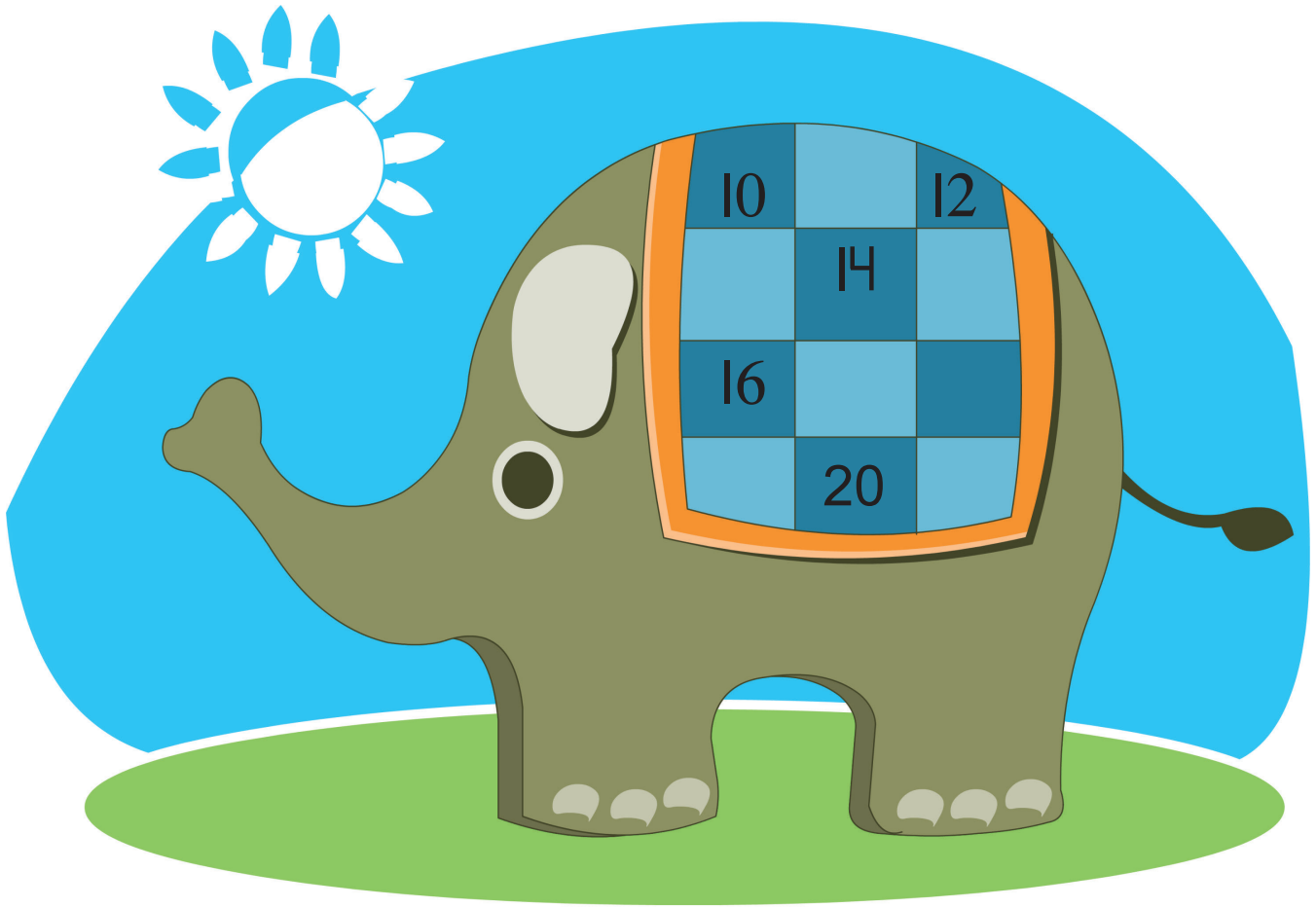
✦ Practice of writing the number from 10 to 20.

10	11	12	13	14	15	16	17	18	19	20
										



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✦ Fill the missing numbers.



✦ What comes before -

_____	11	_____	14
_____	20	_____	16
_____	15	_____	12
_____	12	_____	19



❖ What comes after -

10	_____	13	_____
18	_____	11	_____
14	_____	15	_____
19	_____	12	_____

❖ What comes before and after -

(a) _____  _____

(b) _____  _____

(c) _____  _____

(d) _____  _____

(e) _____  _____



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❖ What comes between the given numbers.

15 17

11 13

10 12

17 19

16 18

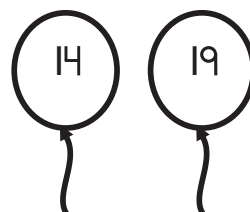
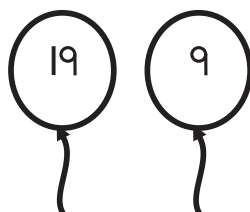
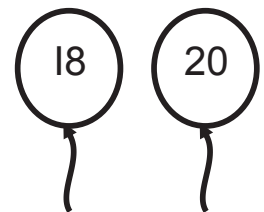
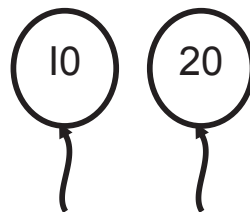
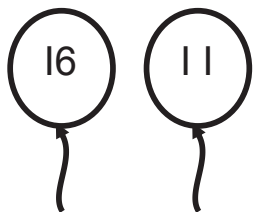
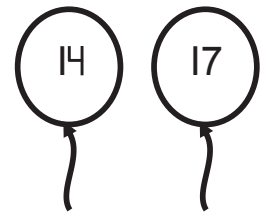
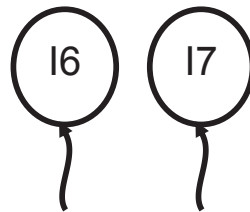
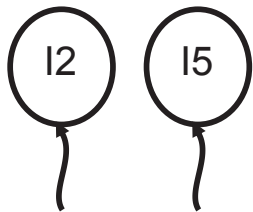
14 16

13 15

18 20

12 14

❖ Colour the balloon which has bigger number.



Add

(a) $3 + 8 = \square$

(b) $5 + 7 = \square$

(c) $9 + 8 = \square$

(d) $10 + 5 = \square$

(e) $12 + 7 = \square$

(f) $9 + 6 = \square$

(g) $3 + 13 = \square$

(h) $7 + 8 = \square$

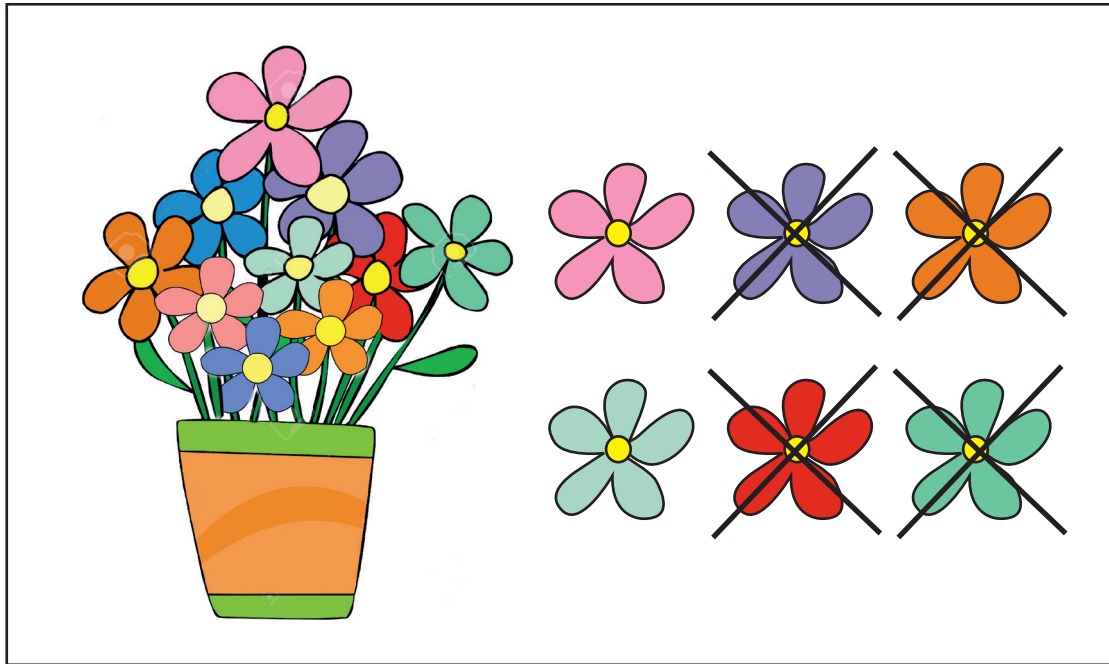
(i) $14 + 2 = \square$

(j) $19 + 1 = \square$

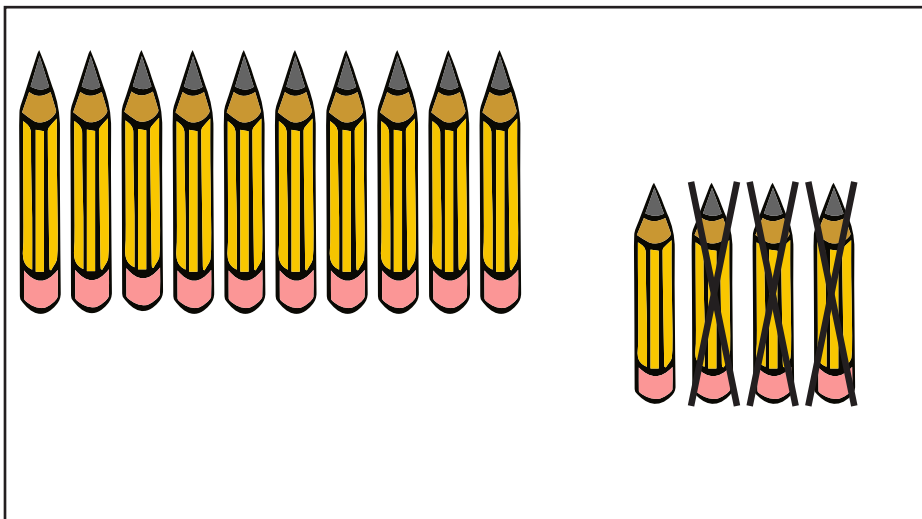


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Subtract

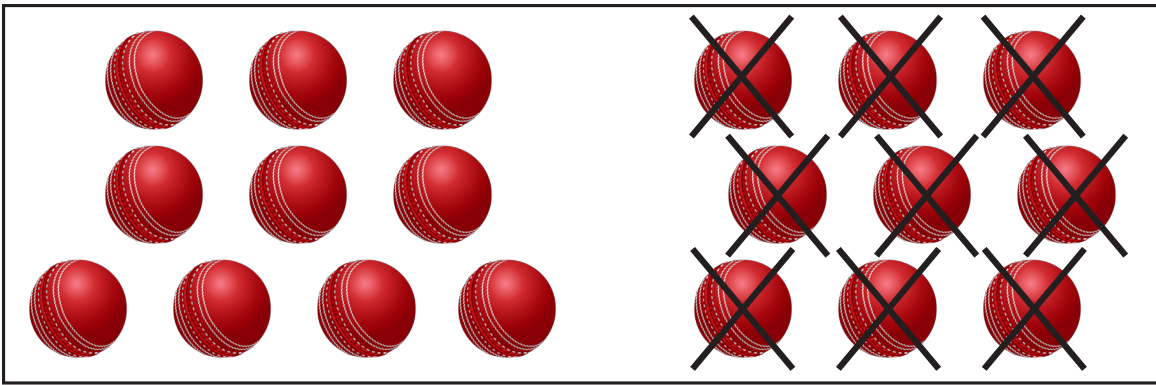


$$16 - 4 = \boxed{12}$$

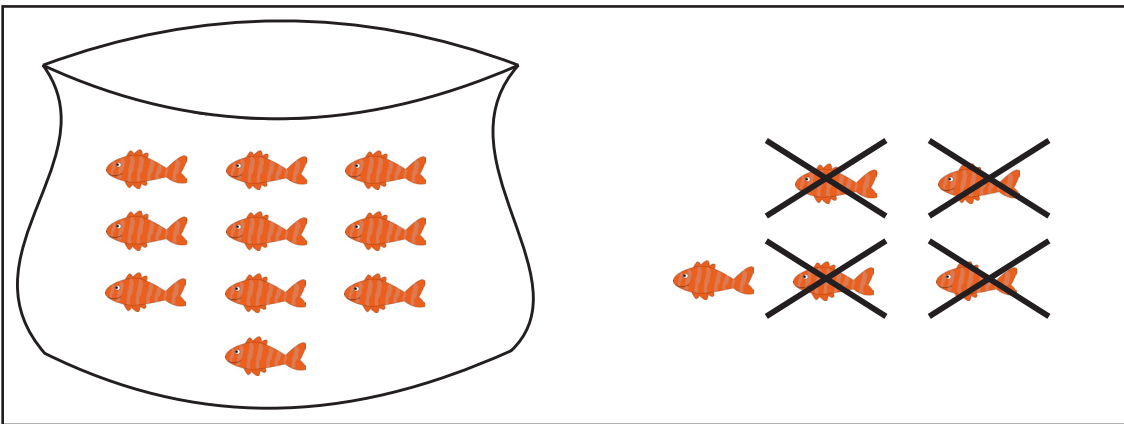


$$14 - 3 = \boxed{}$$

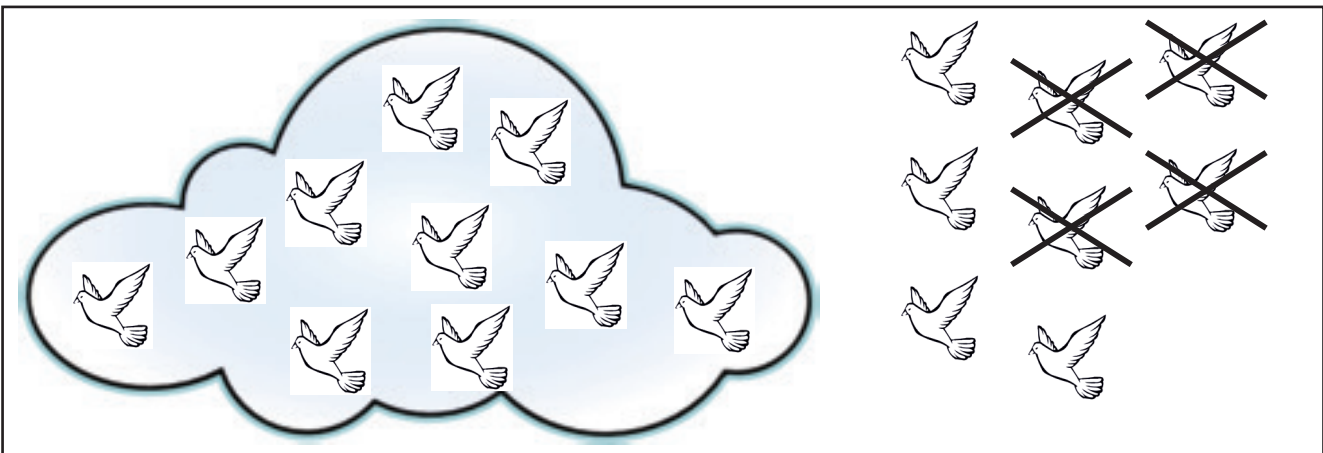




$$19 - 9 = \boxed{}$$



$$15 - 4 = \boxed{}$$



$$18 - 4 = \boxed{}$$



Assessment sheet

✦ Complete the table.

1			4	
	7			10
		13		
16			19	

✦ Add

(1) $14 + 1 =$

(2) $15 + 2 =$

(3) $2 + 17 =$

(4) $5 + 14 =$

(5) $12 + 5 =$

(6) $10 + 9 =$



Do and Learn

- 1) Sunita had three friends. Two more friends joined her. Now Sunita has _____ friends.

$$\boxed{3} \text{ friends} + \boxed{2} \text{ friends} = \boxed{\quad} \text{ friends}$$

- 2) A school had 4 teachers. 3 new teachers joined the school. The school has _____ teachers now.

$$\boxed{\quad} \text{ Teachers} + \boxed{\quad} \text{ Teachers} = \boxed{\quad} \text{ Teachers}$$

- 3) Wahida had 4 pencils. She got a packet of 10 pencils on her birthday. Wahida has _____ pencils now.

$$\boxed{\quad} \text{ Pencils} + \boxed{\quad} \text{ Pencils} = \boxed{\quad} \text{ Pencils}$$

- 4) Mohani had 13 oranges. She ate 3 oranges. She has left with _____ oranges now.

$$\boxed{\quad} \text{ oranges} + \boxed{\quad} \text{ oranges} = \boxed{\quad} \text{ oranges}$$



5) 7 glasses broken out of 18 glasses. Now _____ glasses were left.

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

6) Anam has 15 toys. She lost 3 toys. Now she was left with _____ toys.

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

7) Arhaan had 19 toffees. Out of them 8 toffees fell on the ground. Now he has _____ toffees.

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



Unit-6

Time

1. Tick (✓) mark the activities that you do in the morning.



2. Tick (✓) mark the activities that you do in the evening.



3. Tick (✓) mark the activities that you do during the day.



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4. Tick (✓) mark the activities that you do at night.



5. Look at the activities given below and mark (✓) in the correct box.



Day

Night

Morning

Evening

6. (✓) the activity that takes more time.





7. Write the number on the pictures in order of their happening.





Unit-7

Long-Short

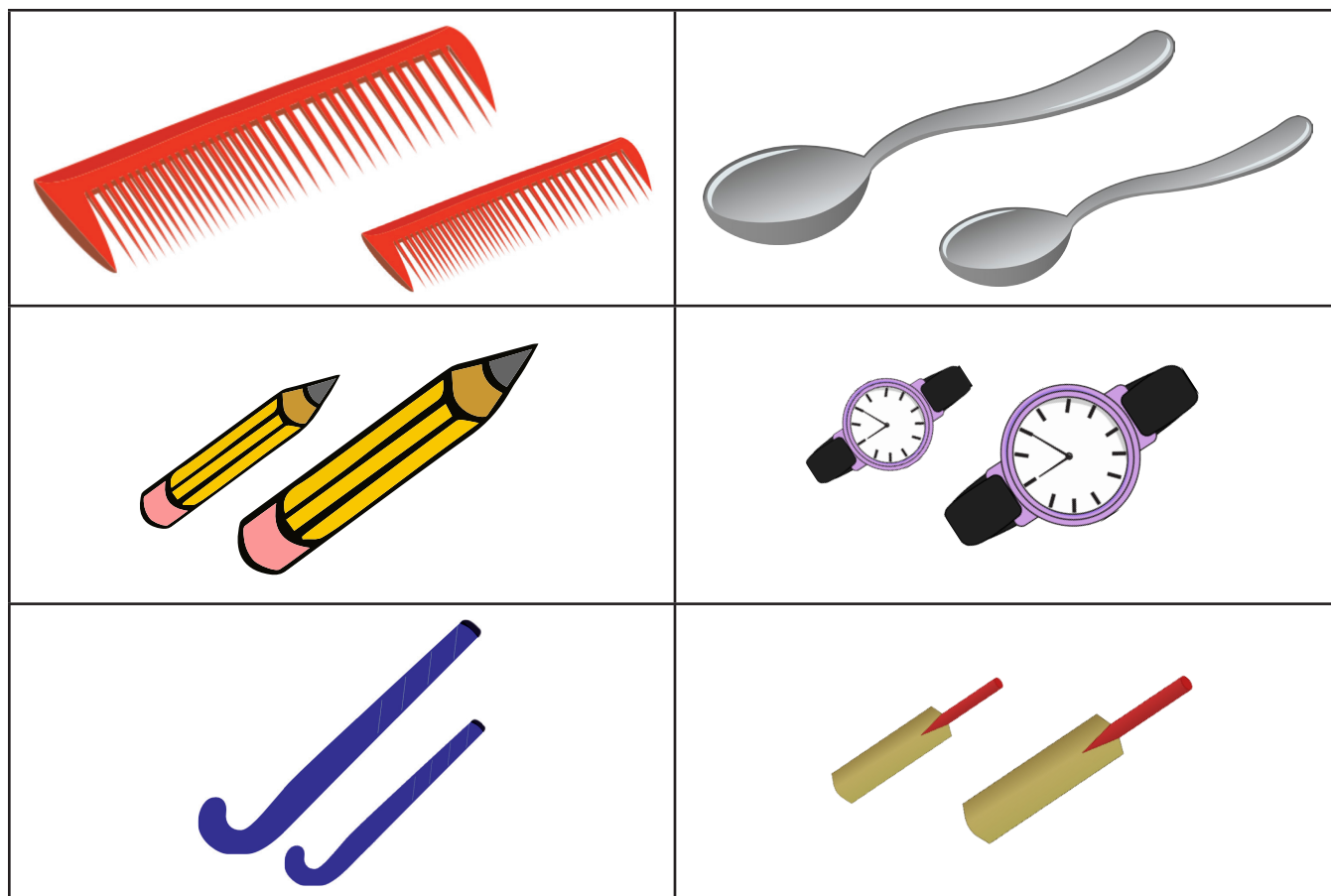
Raj and Salma were two friends,

Raj liked long things to keep in his hands.

But Salma picked short things to play.

My sister told me this secret one day.

Tick (✓) on the objects that Salma would pick –

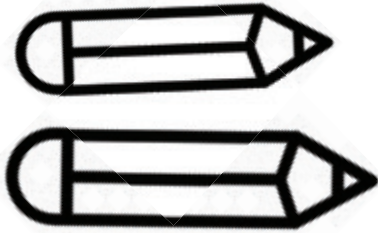


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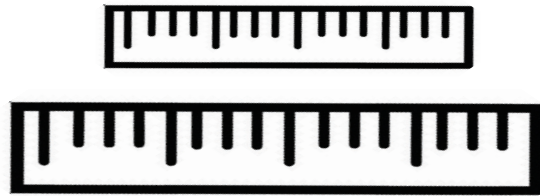
Longer - Shorter

1. Colour the longer object.

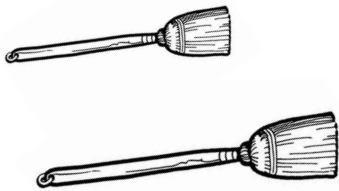
(a)



(c)



(b)



(d)

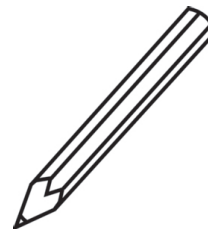
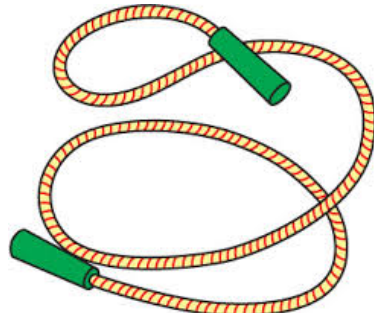


2. Colour the shorter object.

(a)

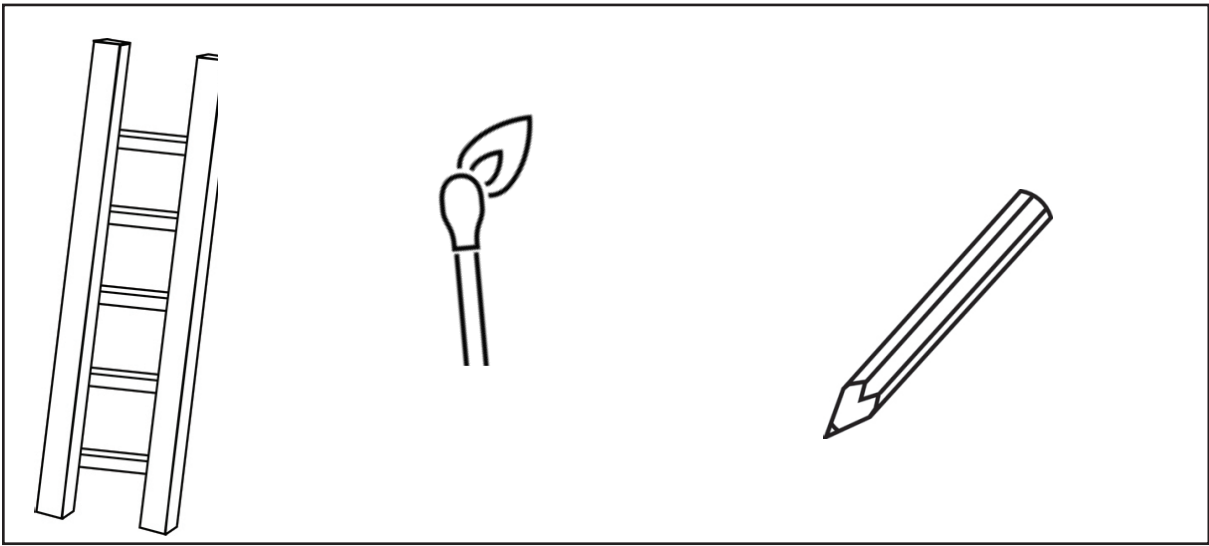


(b)

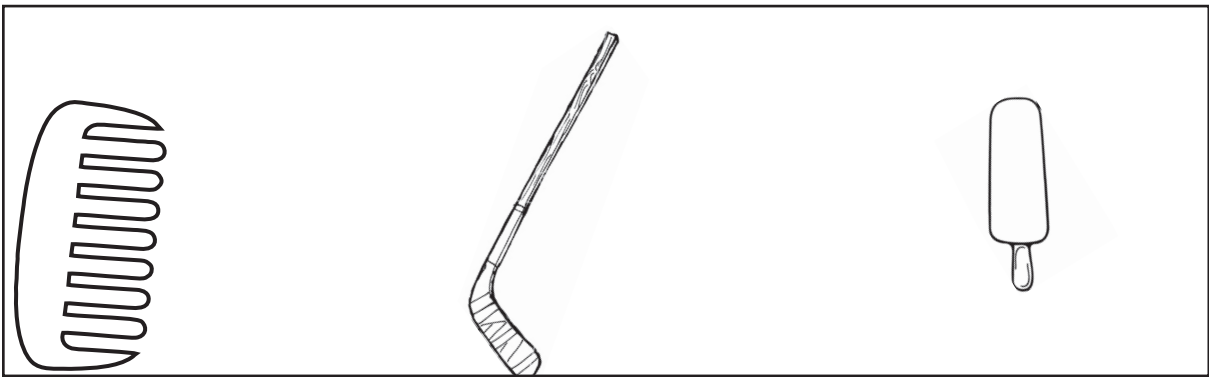


3. Fill the red colour in longest thing and yellow in smallest things.

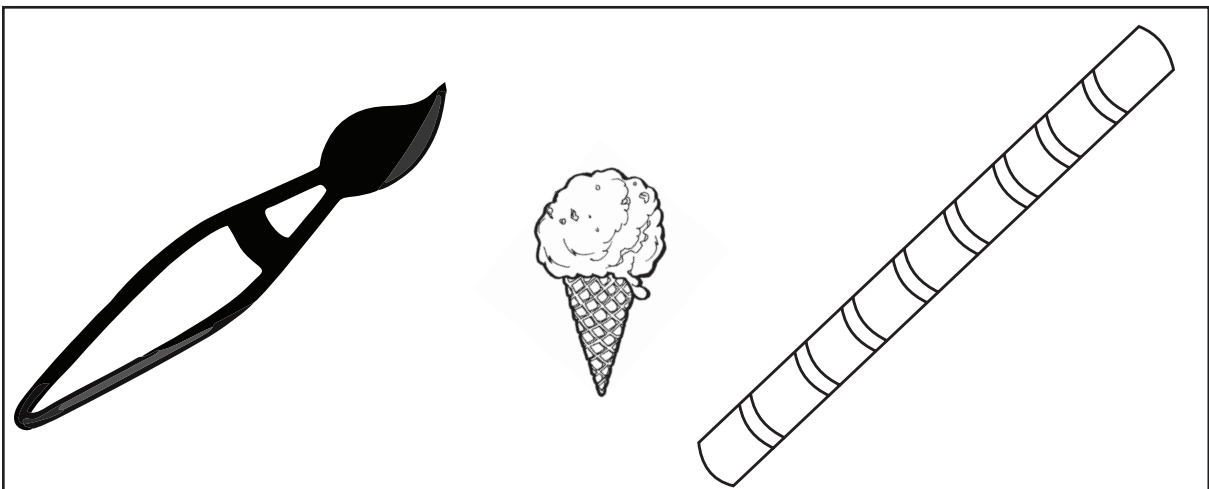
(a)



(b)



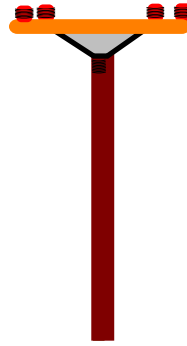
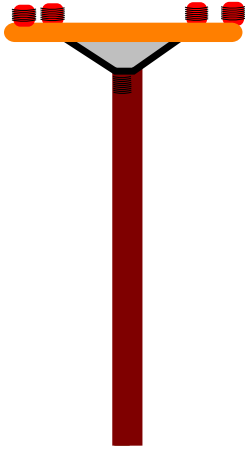
(c)



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Taller - Shorter

1. (✓) the taller pole.



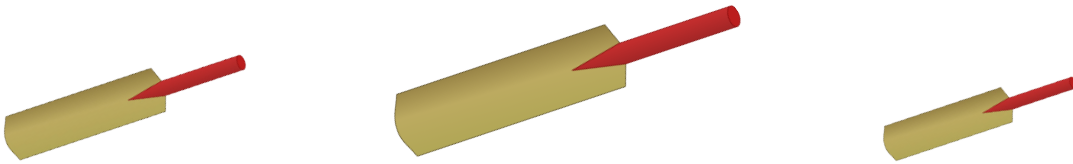
2. (✓) the shorter brush.



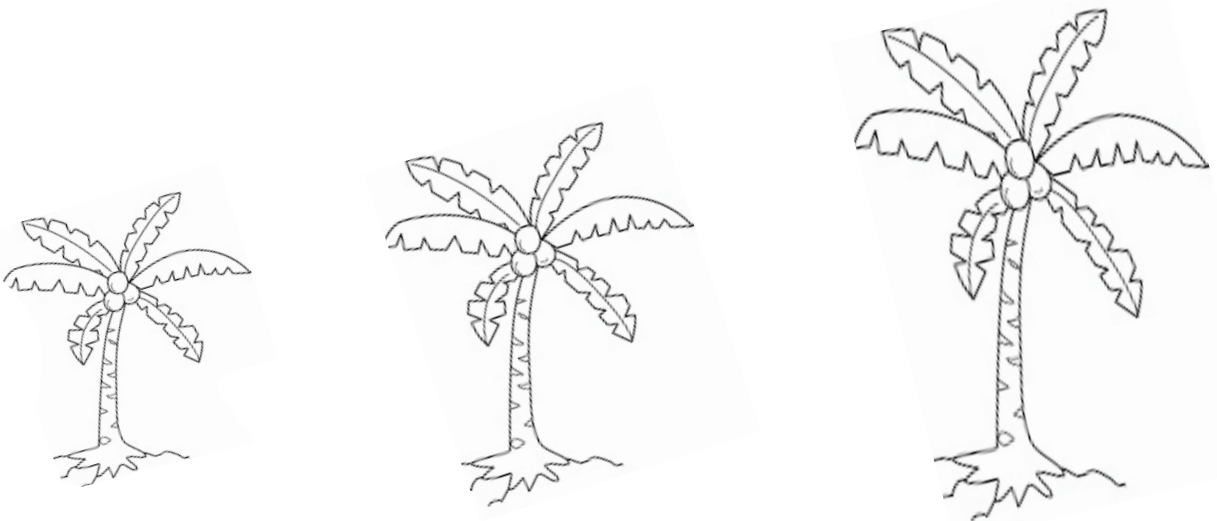
3. (✓) the tallest almirah.



4. (✓) the shortest bat.



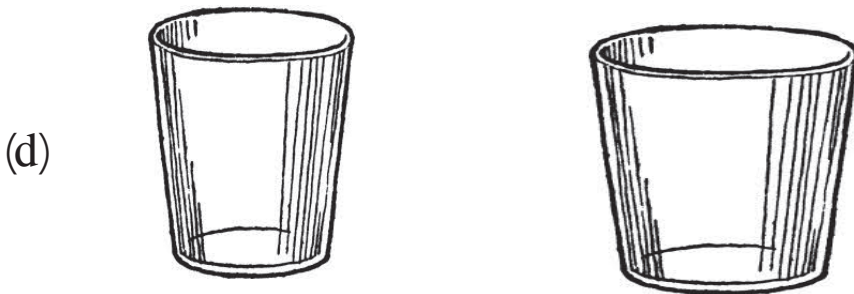
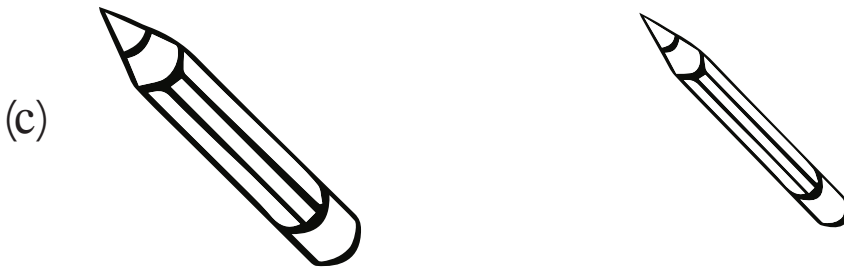
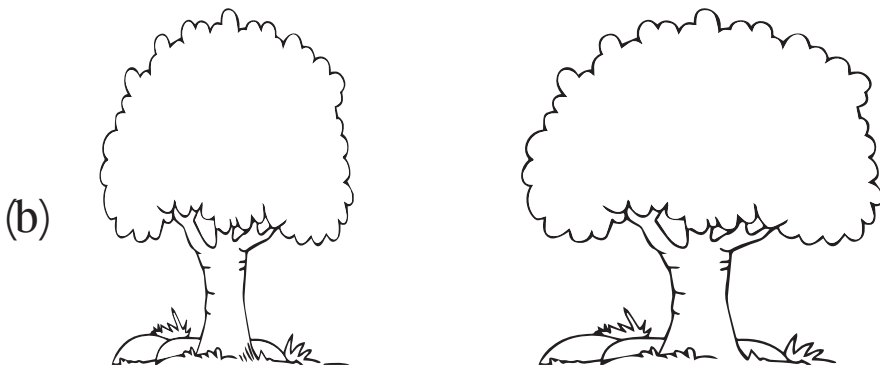
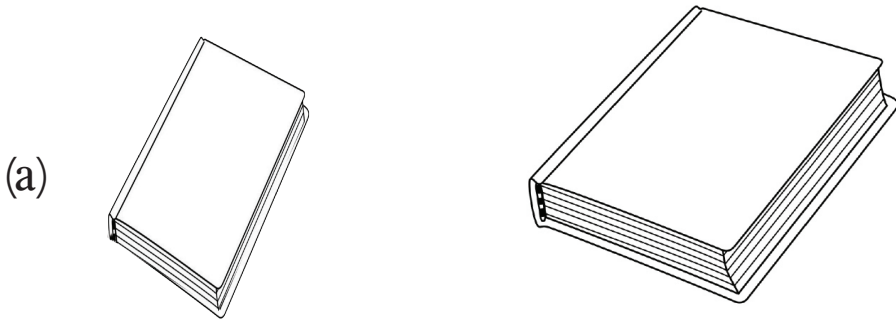
5. Colour the tallest tree with green and smallest tree with yellow.



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Thicker - Thinner

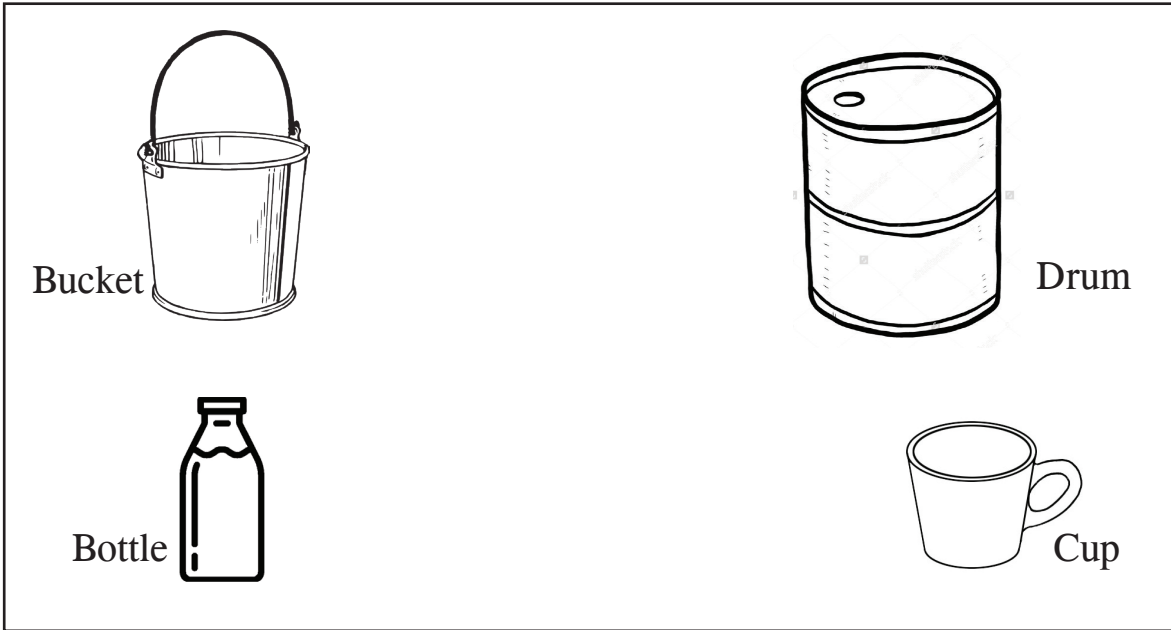
✦ Colour the thicker with blue and thinner with orange colour.



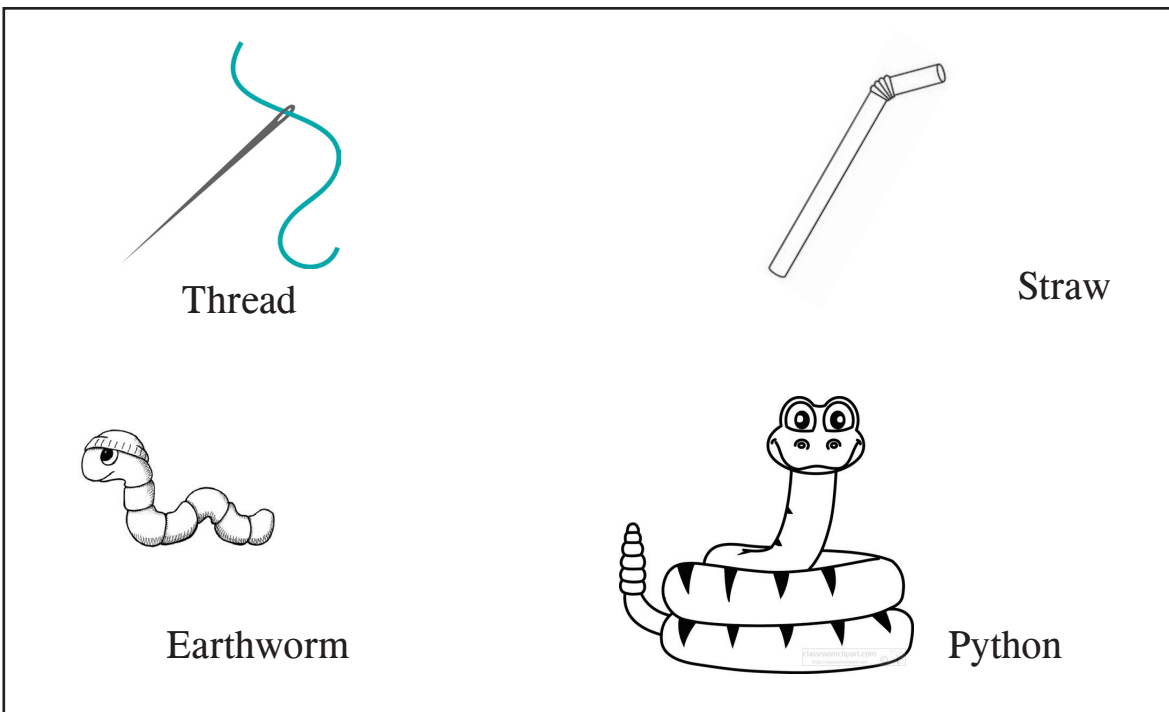
Thickest - Thinnest

✦ Colour the thickest object.

(a)



(b)



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Lighter - Heavier

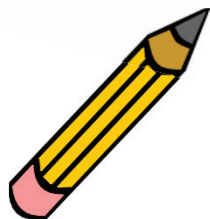
1. Tick (✓) the lighter object.



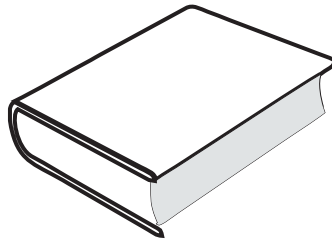
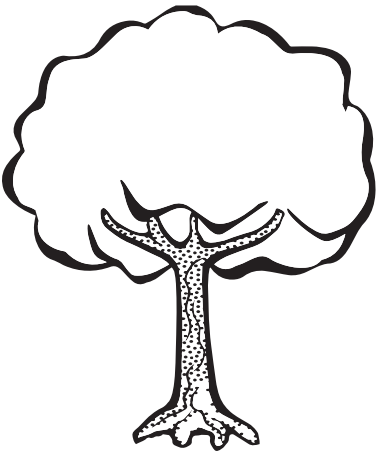
2. Tick (✓) the heavier object.



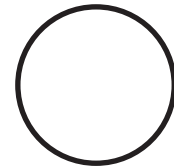
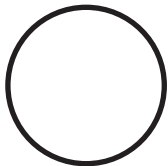
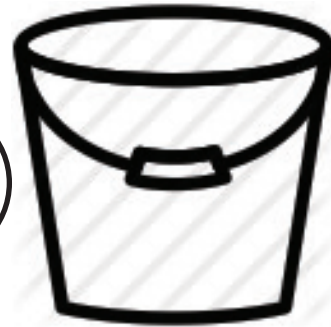
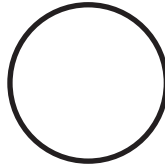
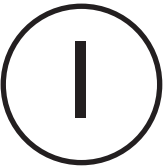
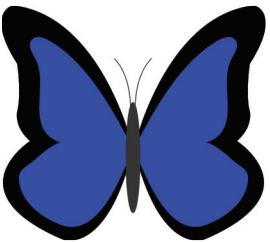
3. Tick (✓) the heaviest object.



✦ Colour the lightest.



✦ Number the objects from lightest to heaviest in the circle



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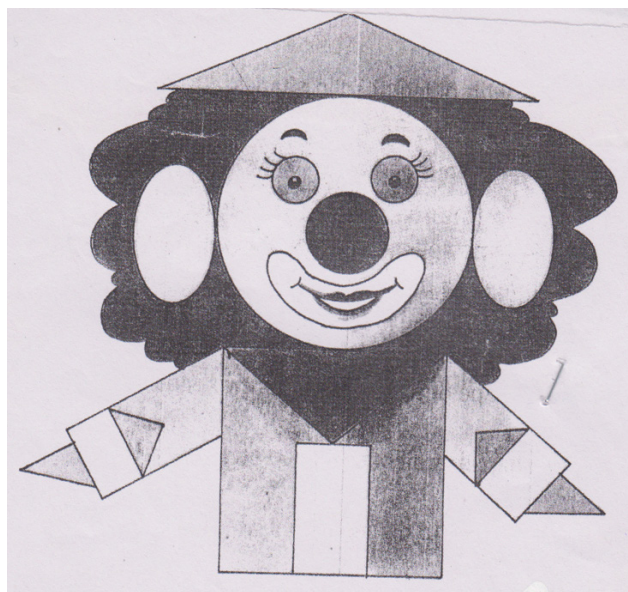
My Page

Name _____ Class _____
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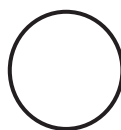


Units - 8

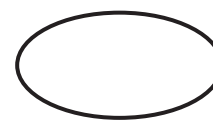
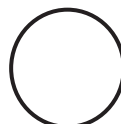
Data handling



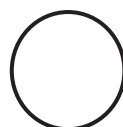
✦ Count the shapes in the above picture and write in boxes given.



✦ Tick (✓) the shape which occurs the most.



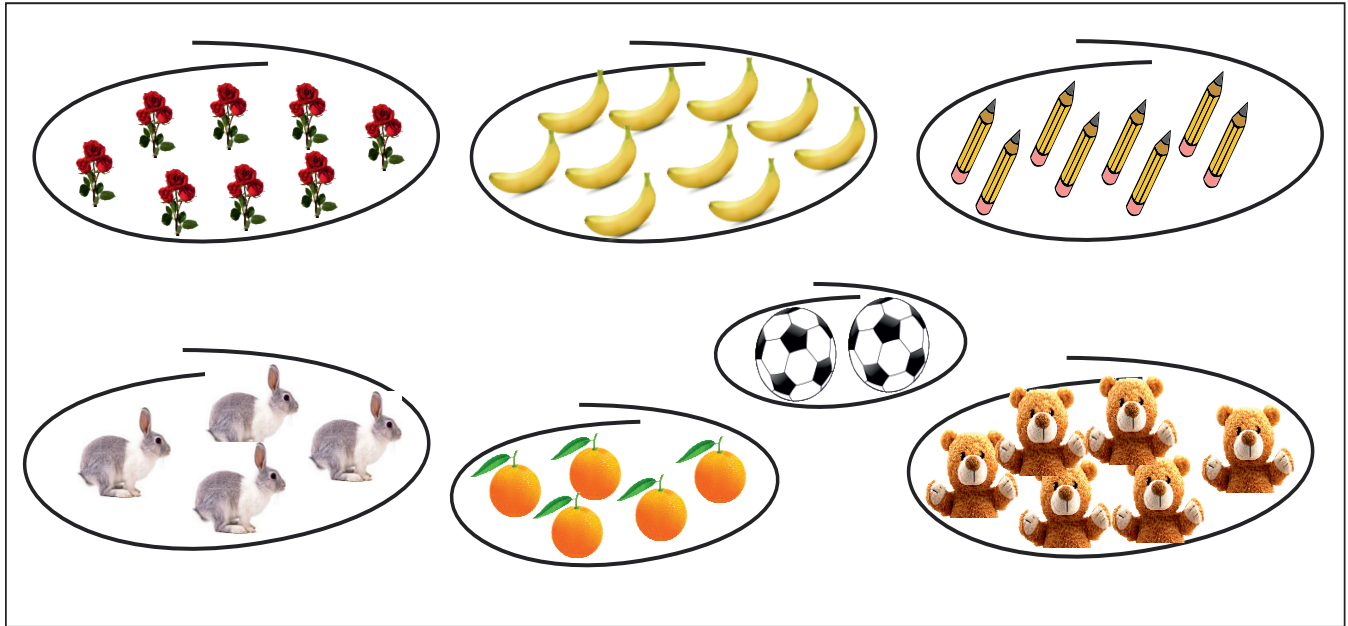
✦ Tick (✓) the shape which occur the least.



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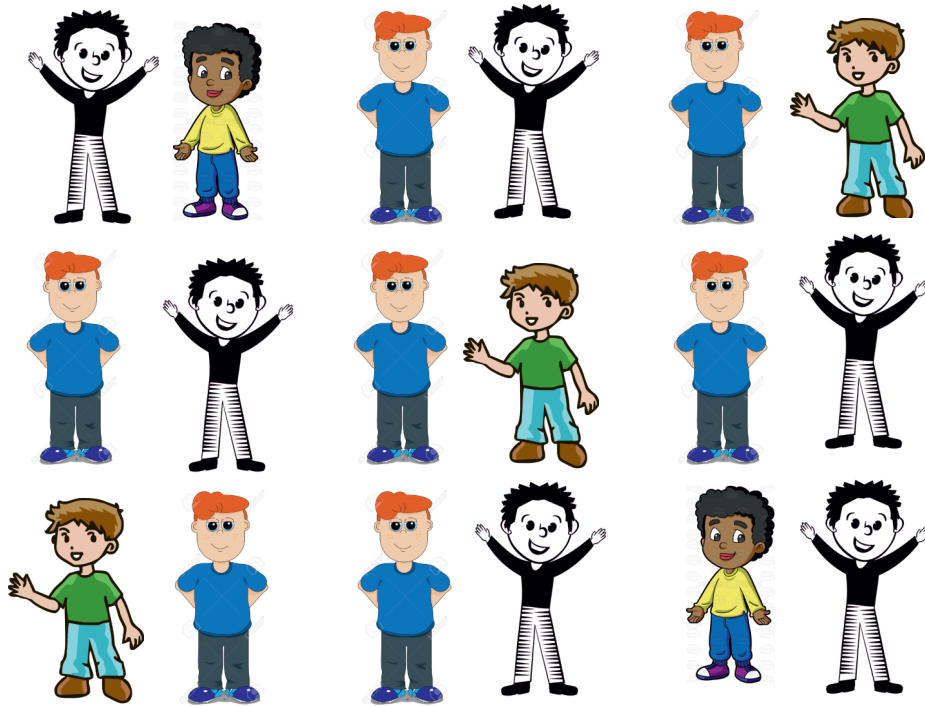
Data handling

✦ Count the objects given below and complete the table.



Object	Number of objects
Flower	
Orange	
Banana	
Pencil	
Toy	
Rabbit	
Football	





Count and Write.

❖ Number of boys wearing black shirt

❖ Number of boys wearing blue shirt

❖ Number of boys wearing green shirt

❖ Number of boys wearing yellow shirt

Tick (✓) the correct alternative

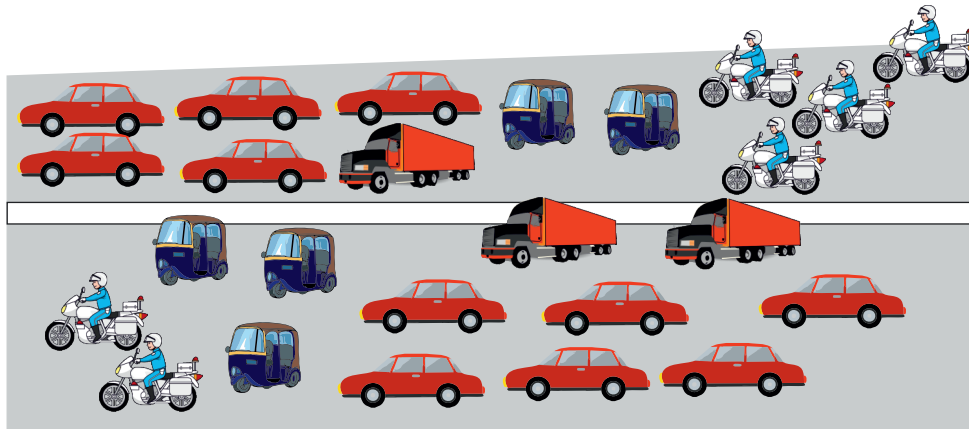
❖ The most preferred colour





❖ The least preferred colour



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❖ Count how many of each kind.



Assessment

❖ Will be done in groups of 10.

Find out how many students in your group have their names.

Beginning with 'A' Beginning with 'R'

Beginning with 'S' Begin with other letters

❖ Out of the letters A, R, S, which is the most common

❖ Which is least common



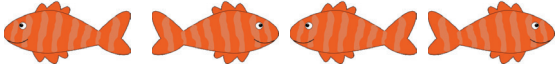


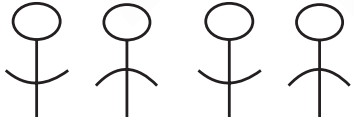
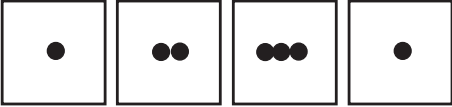
Letters can be replaced as per the names



Unit-9

Pattern


Extend the pattern.

(1)		____, _____, _____
(2)		____, _____, _____
(3)		____, _____, _____
(4)		____, _____, _____
(5)		____, _____, _____
(6)		____, _____, _____
(7)		____, _____, _____

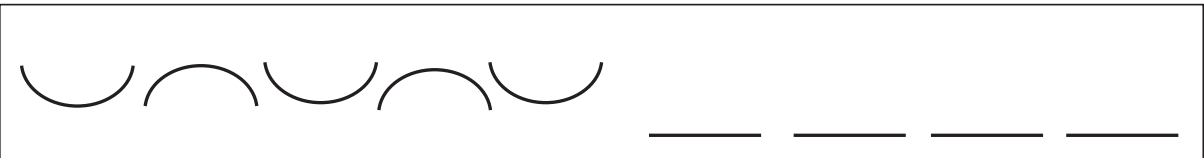


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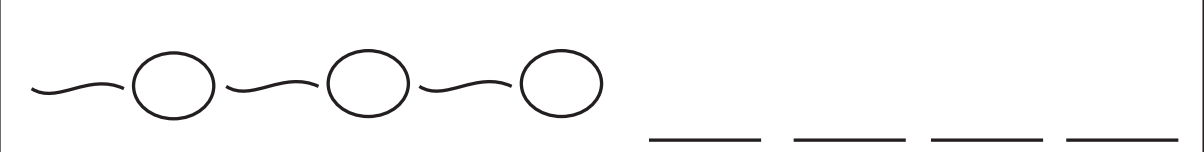
Complete the pattern in similar manner

(a) 

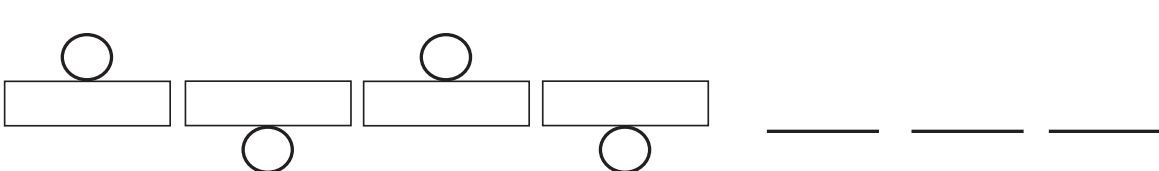
(b) 

(c) 

(d) 

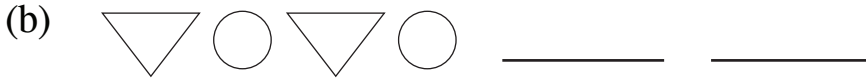
(e) 

(f) 

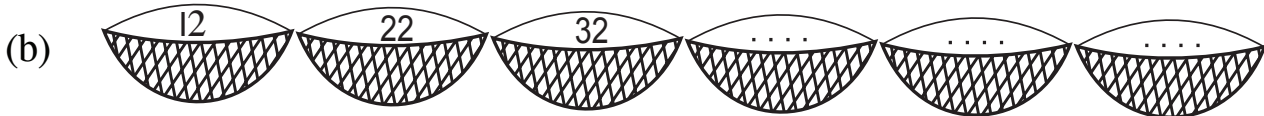
(g) 



✦ Complete the pattern



✦ Look the patterns carefully and fill the missing numbers.



✦ Study the pattern and fill the missing numbers.



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Unit-10

Money

Notes and coins used in current scenario -



₹ 1



₹



₹



₹



₹



₹



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₹



₹



₹

Match the given set of coins of column A with same value in column B

Column 'A'

Column 'B'

- (1)
- (2)
- (3)
- (4)
- (5)



❖ Count how much money -

(a)  +  +  = ₹ 8

(b)  +  +  = ₹

(c)  +  = ₹

(d)  +  +  +  = ₹

(e)  +  = ₹

(f)  +  +  = ₹

(g)  +  +  = ₹

(h)  +  = ₹



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Changing of Notes

✦ Using notes and coins given below make the combination of equal value.



=



=



=



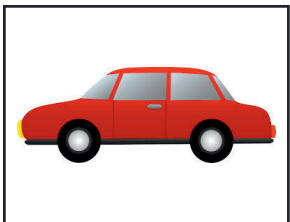
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Practice Work

Activity

The teacher will distribute small pieces of paper to children and ask them to draw the picture of a toy of his/her own choice. He/she would ask them to paste these pictures on a blank chart displayed in the class. Then he/she would write the price of each toy on the chart (keeping in mind the kind/quality of toy). Then he/she may motivate children to frame various questions and find out their answer. The same activity can be used for the purpose of assessment.



₹30



₹20



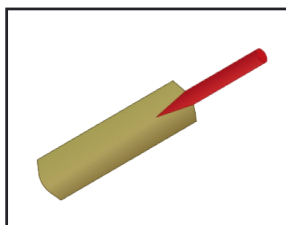
₹15



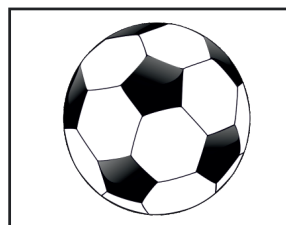
₹20



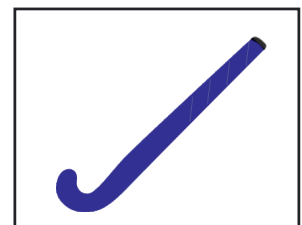
₹55



₹35



₹18



₹14



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Suggested questions (Oral)

- 1) If someone wants to buy a toy car and a bat, then how much money will he/she pay?
- 2) Rekha bought a doll and Suraj bought a hockey who will pay more money and how much extra?
- 3) If Khushi bought two guns, then how much money would she pay?
- 4) Which toy has the least price?
- 5) Which toy has the maximum price?



Guess the price

(a)



₹

(b)



₹

(c)



₹

(d)



₹

(e)



₹

(f)



₹

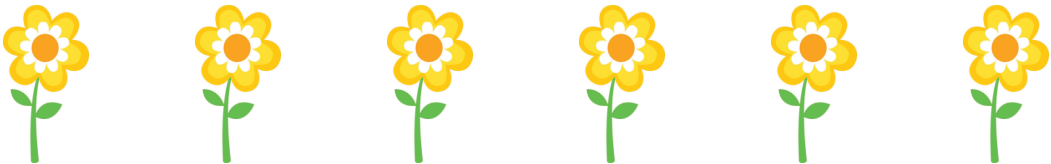
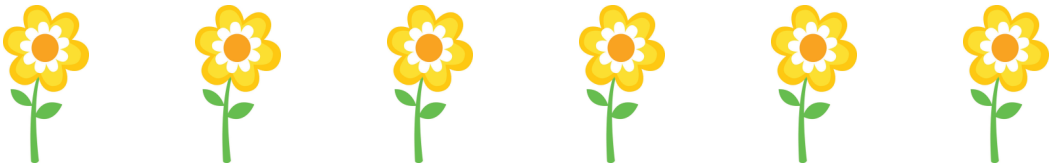
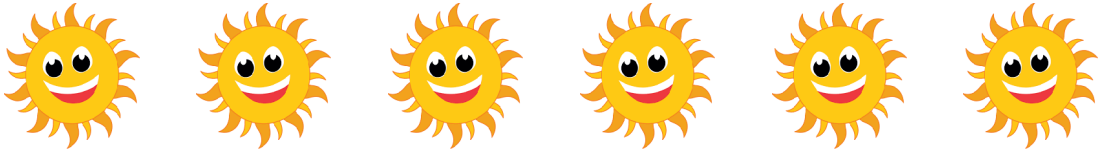
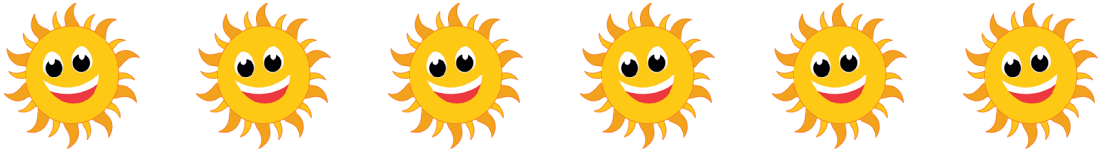


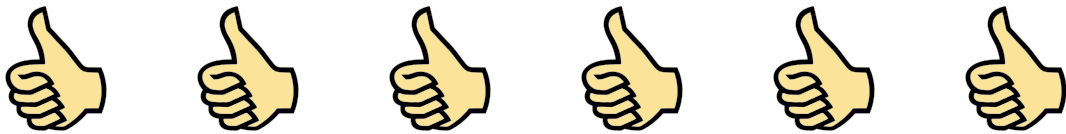
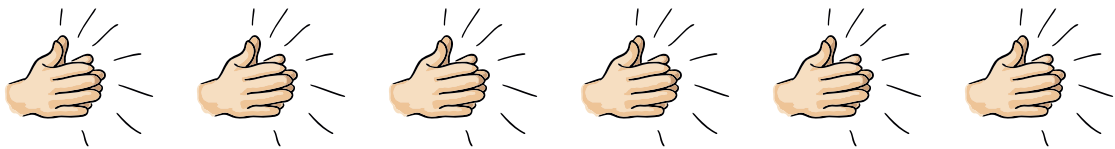
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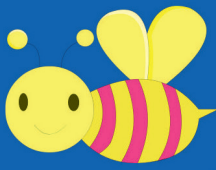


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