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Maths World

Class I

Punjab School Education Board
Sahibzada Ajit Singh Nagar

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Foreword

The Punjab School Education Board has been continuously engaged in developing syllabi, producing and renewing text books according to the changing educational needs at the state and national level.

This book has been developed in accordance to the guidelines of National Curriculum Framework NCF-2005 and PCF-2013, after careful deliberations in workshops involving experienced teachers and experts from the board and field as well. All efforts have been made to make this book interesting with the help of activities and coloured figures. This book has been prepared with the joint efforts of subject experts of Board, SCERT and experienced teachers/experts of mathematics. Board is thankful to all of them.

The authors have tried their best to ensure that the treatment, presentation and style of the book in hand are in accordance with the mental level of the students of class-I. The topics, contents and examples in the book have been framed in accordance with the situations existing in the young learner's environment. A number of activities have been suggested in every lesson. These may be modified, keeping in view the availability of local resources and real life situations of the learners.

I hope the students will find this book very useful and interesting. The Board will be grateful for suggestions from the field for further improvement of the book.

Chairman

Punjab School Education Board

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1 Play With Digits

Objectives

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

Do you remember?

- How many bags do you have ?
- How many suns are there in the sky ?
- How many heads do you have ?
- How many hands do you have ?
- How many eyes do you have ?
- How many bulbs are there in your classroom ?
- How many fans are there in your classroom ?
- How many windows are there in your classroom ?
- How many rooms are there in your school ?
- How many brothers and sisters are you all ?
- How many members are there in your family ?
- How many legs does a chair has ?
- How many fingers do you have on each hand ?
- How many fingers do you have on both hands ?
- How many trees are there in your school ?

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Activity

One Two

Buckle my shoes

Three Four

Shut the door

Five Six

Pick up the sticks

Seven Eight

Lay them straight

Nine Ten

A big fat hen

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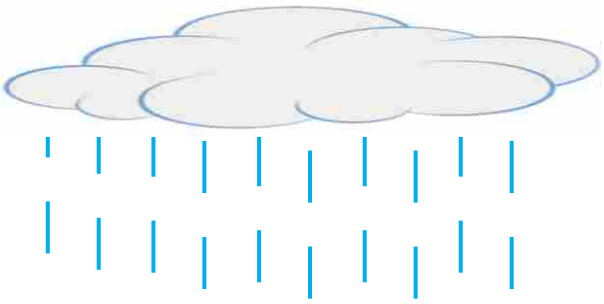
Draw drops of water dropping from the clouds on the whole page as demonstrated.



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

Note

The teacher will fill up the page by drawing drops of water, dropping and by drawing water under the boat before telling the children about counting through a story.

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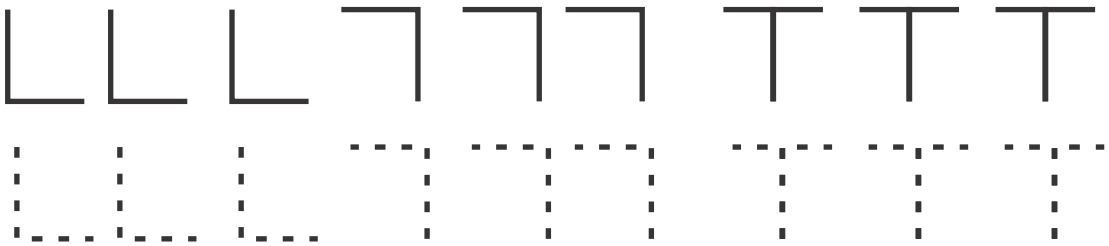
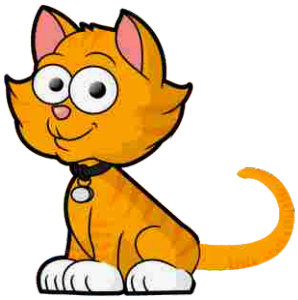
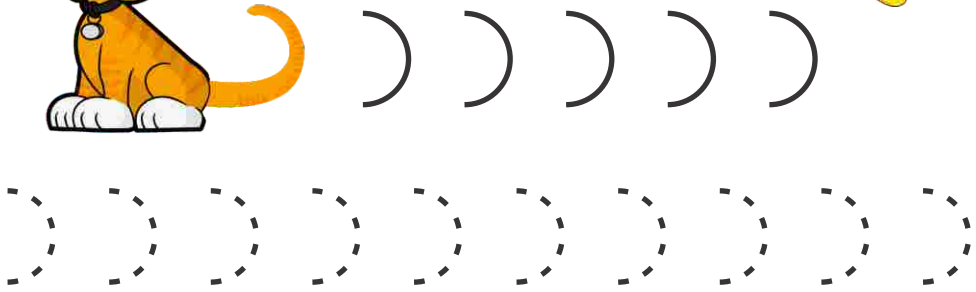
Let's join the water and drops.



Make tail of the cat with your pencil.





Note

The teachers will tell the story to the students, according to the both situations and will ask them to practise both situations on their note books.

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Help the crow to reach its nest.

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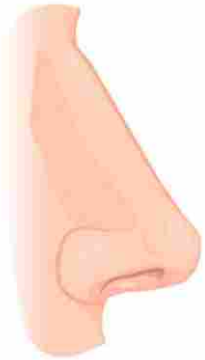
One One One
Our nose is One

Colour it



1

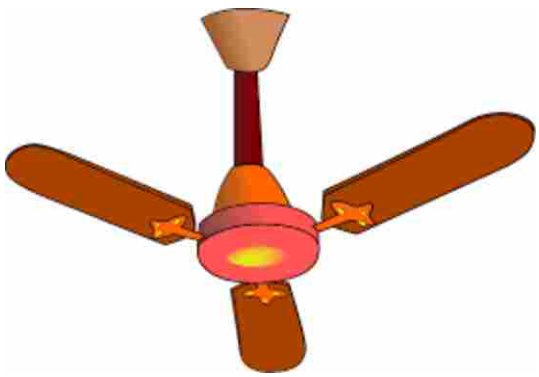
Two Two Two
Our eyes are two

Colour it

2

Three Three Three
Blades of fan are three

Colour it



3

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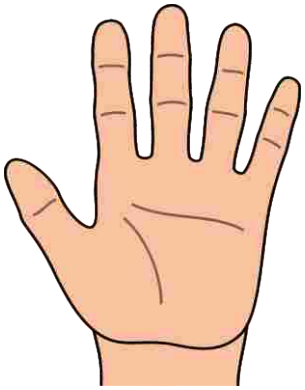
Four Four Four
Legs of chair are four

Colour it

4

Five Five Five
Our hand has fingers, five



Colour it

5

Colour these

1 2

3 4 5

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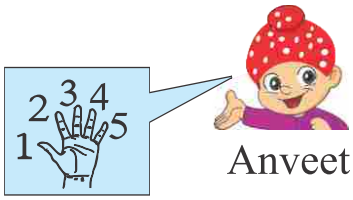
Oral knowledge of numbers 1 to 5

Count the fingers of your one hand.



Anveet

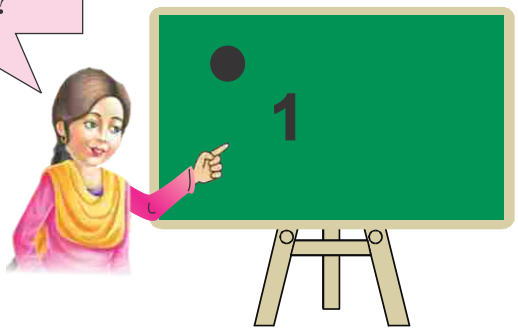
How many fingers do you have on each hand ?

Let us learn counting with other objects.

5

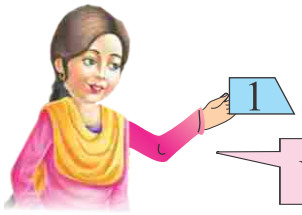
Anveet

What is this ?



1

Aslam



1

Which digit is there on this card ?

1

Chintu

Show 1 on the number strip

1	2	3	4	5	6	7	8	9

Note

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

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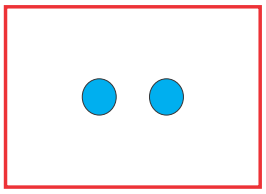
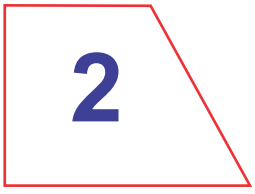
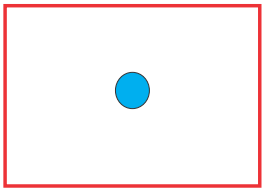
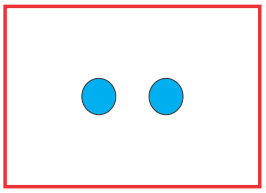
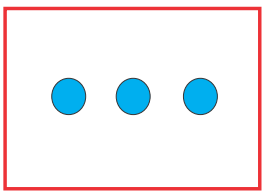
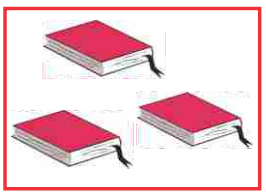
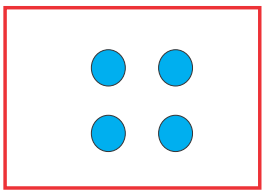
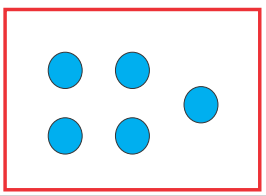
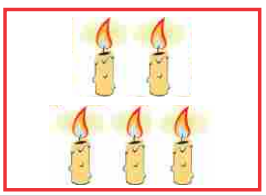
Counting and recognizing numbers 1 to 5

			
With fingers	With dots	With objects	With maan cards

			1
			2
			3
			4
			5

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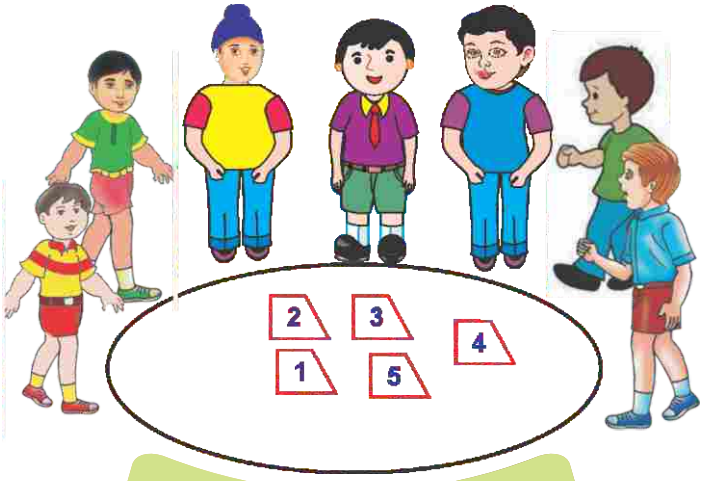
Take a jump

1 2 3 4 5

Take a jump and bring the card



Stand in order according to numbers

Note

- The teacher will help the students to prepare maan cards. Give students different objects to count. It should be noticed by the teacher that counting and speaking of a number should be same. When a student speak any of the numbers, same maan card should be shown at that time.

Make a number strip on the floor and ask the students to jump on the given number.

Make a circle of the students and ask them to bring a maan card from the cards that are lying inside the circle.

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Count the balloons, recognize and match with the numbers

5

3

1

2

4

Draw objects of your choice

4	3	5	1	2

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

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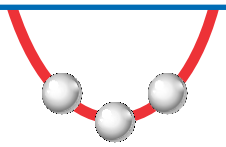
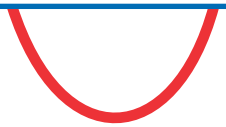
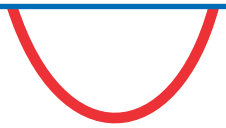
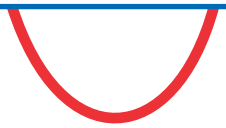
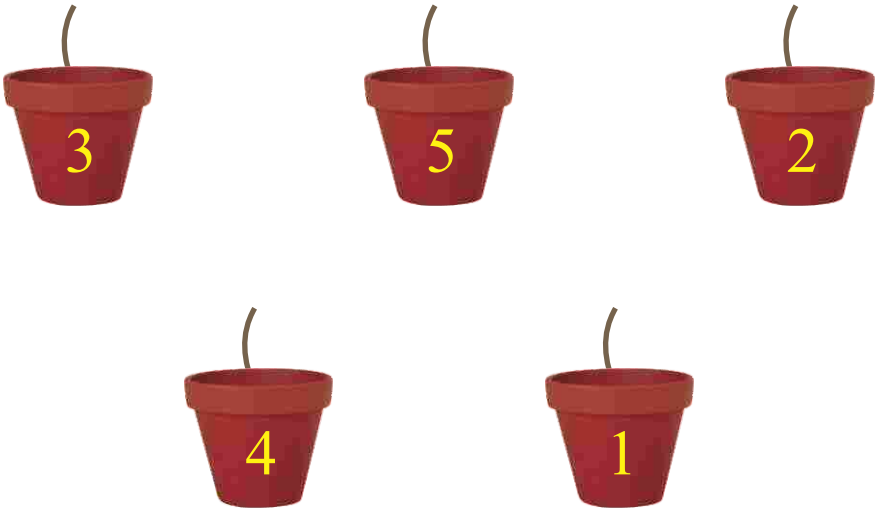
Put bead/beads in the thread according to the dots shown on the face of the dice and match them with the digits.

		5
		3
		1
		2
		4

Draw flowers in the pots as described :



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

1	2	3	4	5

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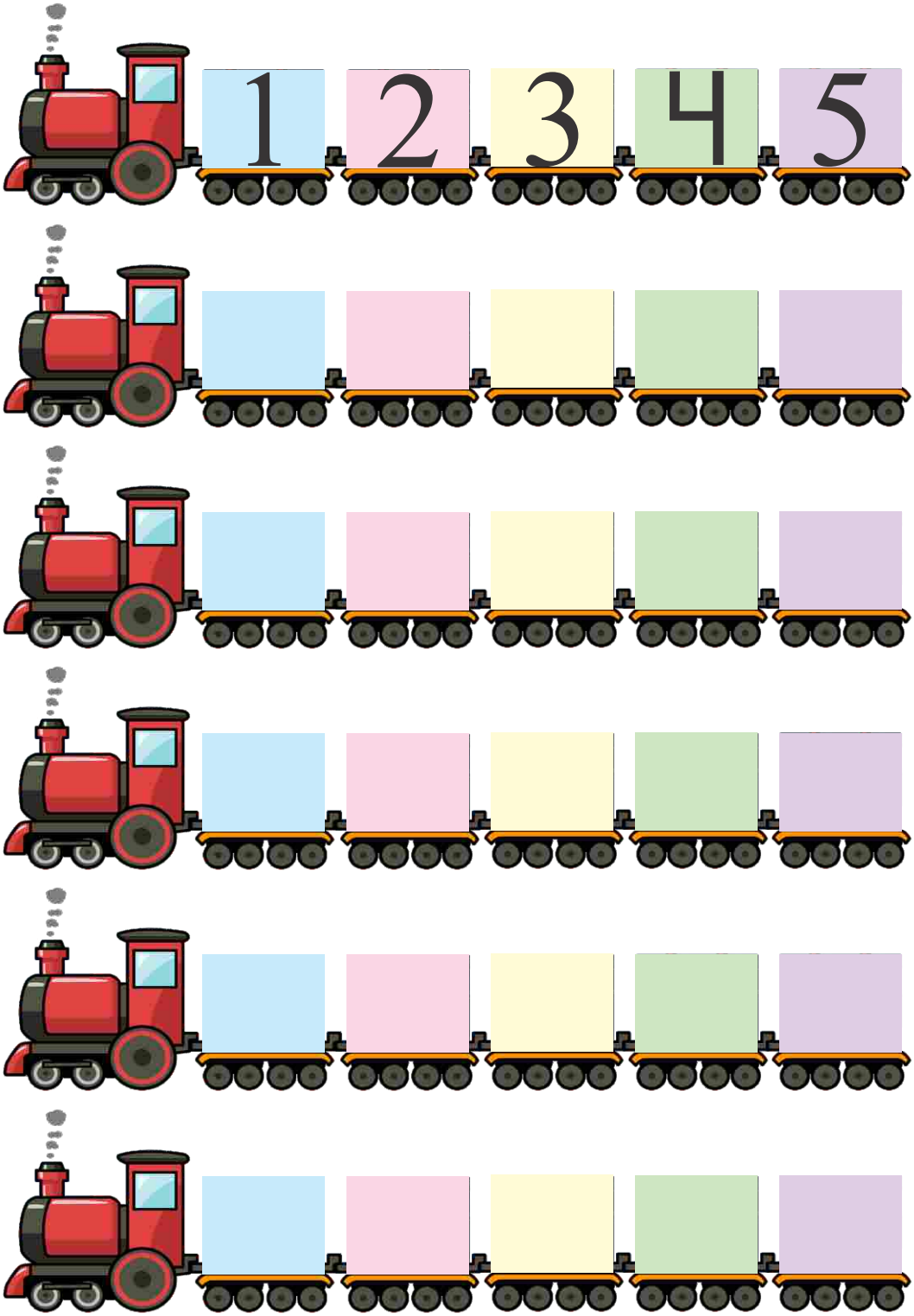
Write number 1 to 5



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

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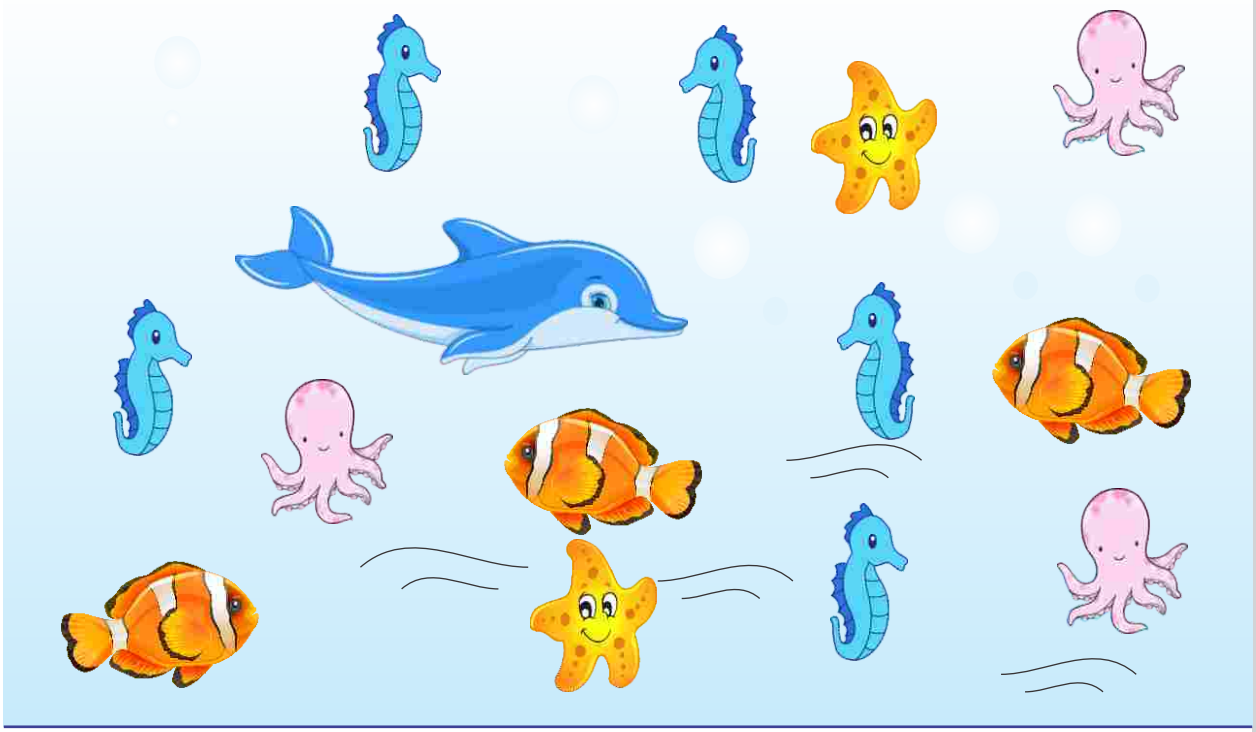
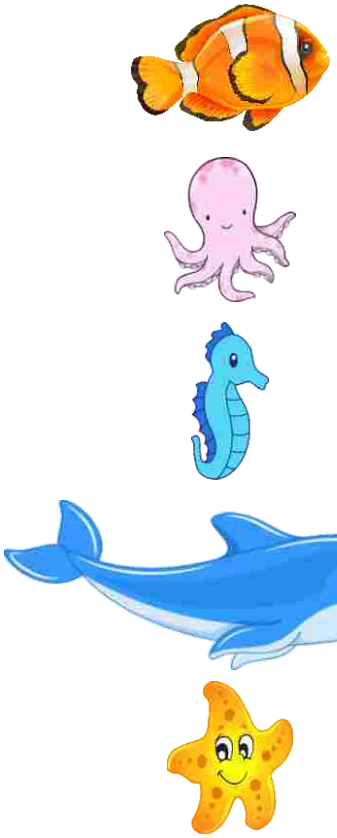


Count the sea creatures and write the number in the mentioned box.



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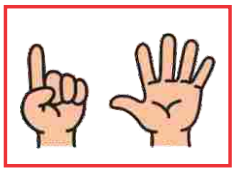
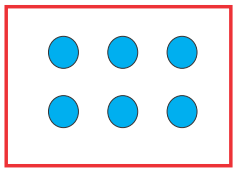
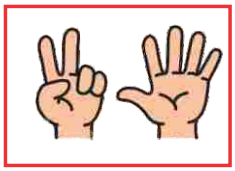
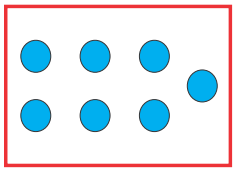
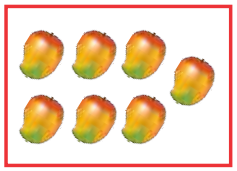
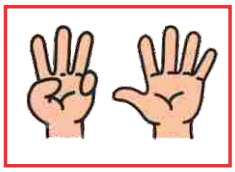
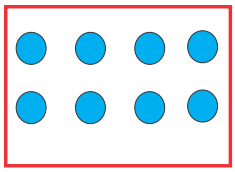
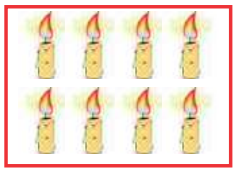
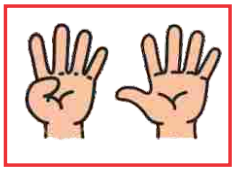
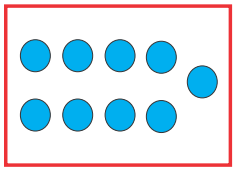
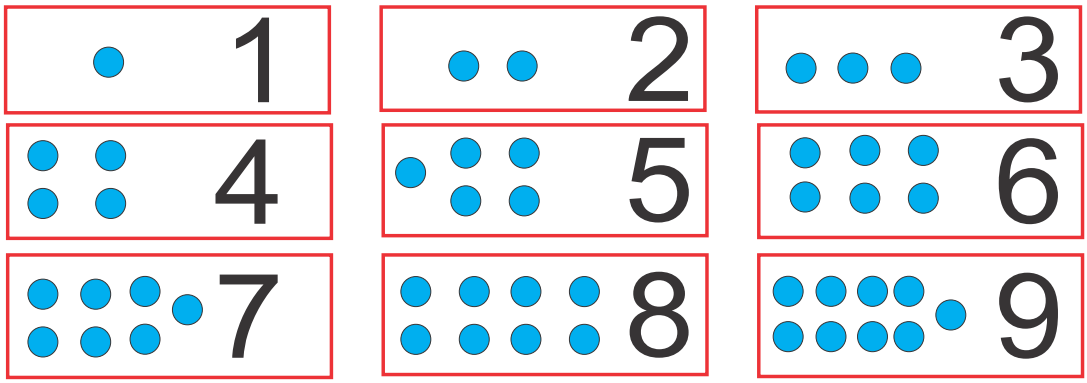
Let's learn

Oral knowledge of number 6 to 9

With fingers	With dots	With objects	With maan cards
			6
			7
			8
			9

Recognition of numbers 1 to 9



Note

When the student starts counting objects from 1 to 5 and able to recognising and writing the numbers from 1-5, then teach him to count the numbers from 6 to 9 with the help of objects. To use maan card and number line while counting.

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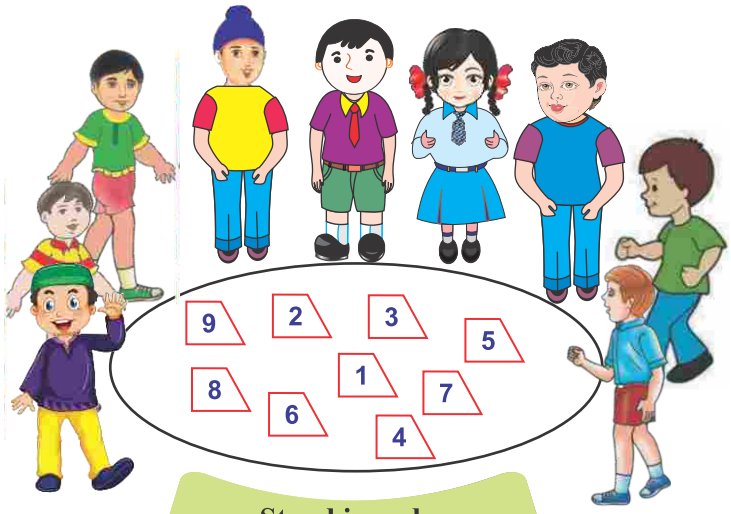
Take a Jump

1	2	3	4	5	6	7	8	9

Take a jump and bring the card



Stand in order according to numbers

Note

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

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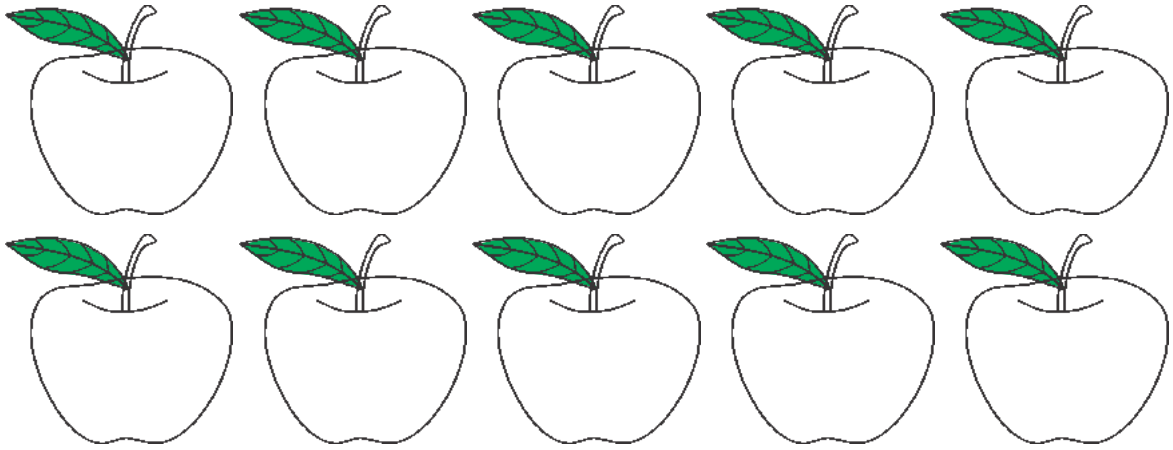
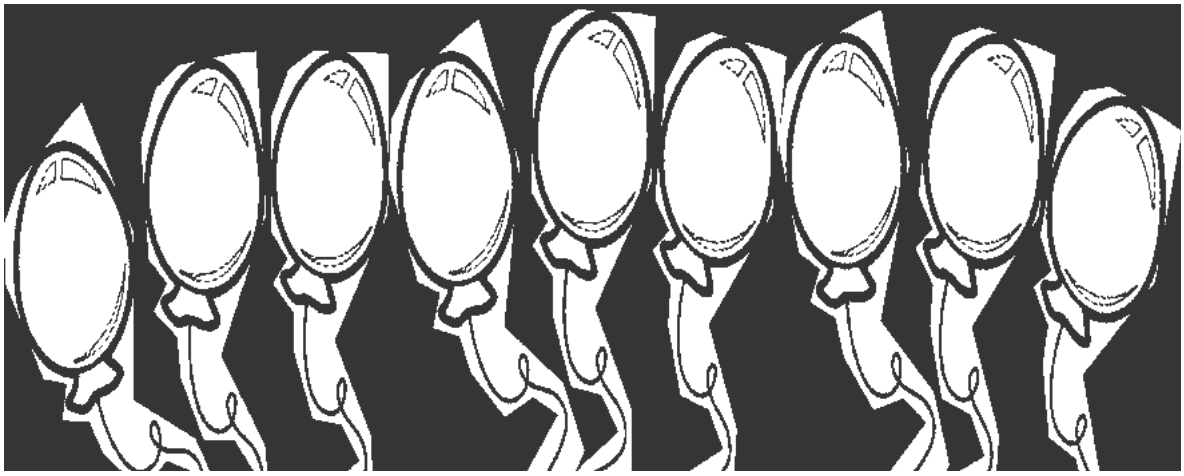
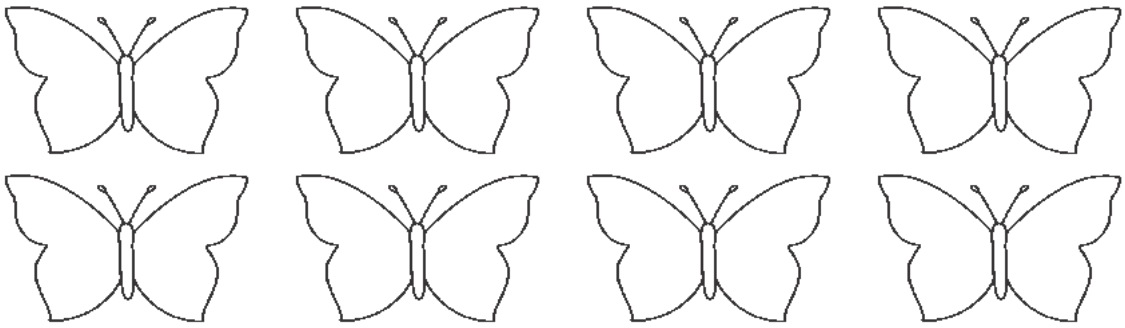
Fill colour in 6 apples :



Fill colour in 8 balloons :



Fill colour in 7 butterflies :



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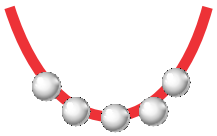
Put beads in the thread according to dots are shown on the face of dice and match them with the digits.


5

6

4

2

3

9

8

7

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

6	7	8	9

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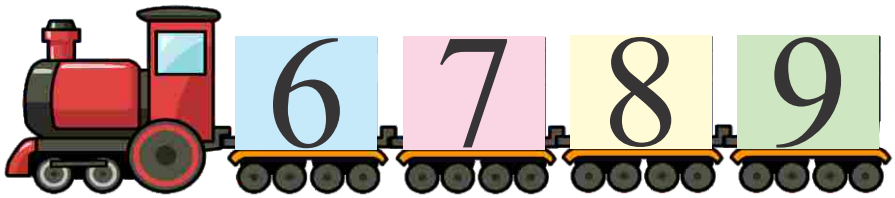
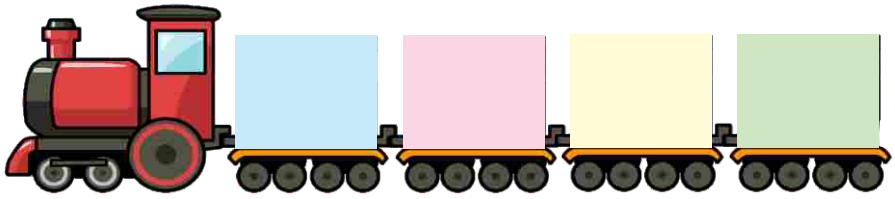
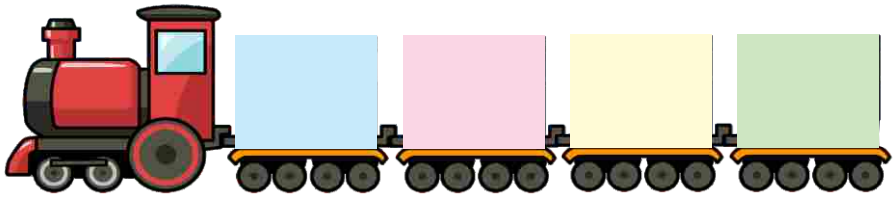
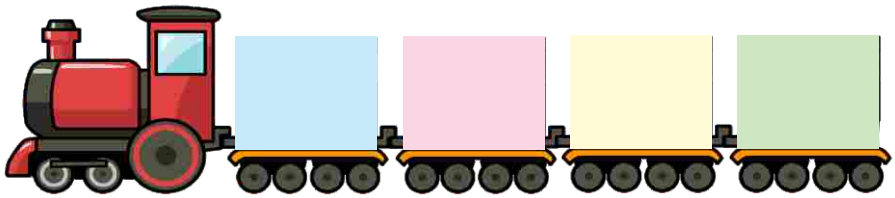
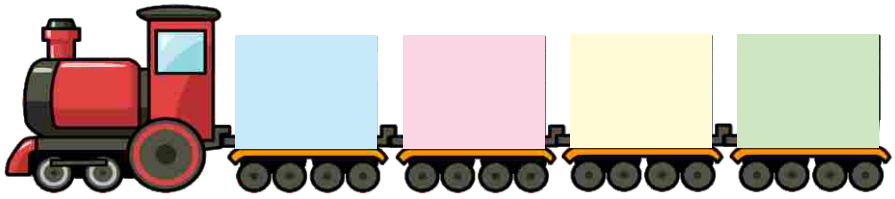
Write numbers 6 to 9 :

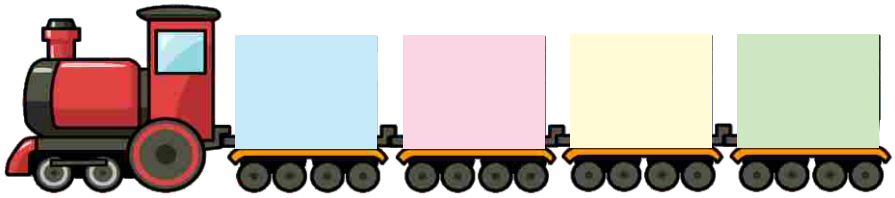












The teacher will tell the students to do practice of these numbers in their note book.

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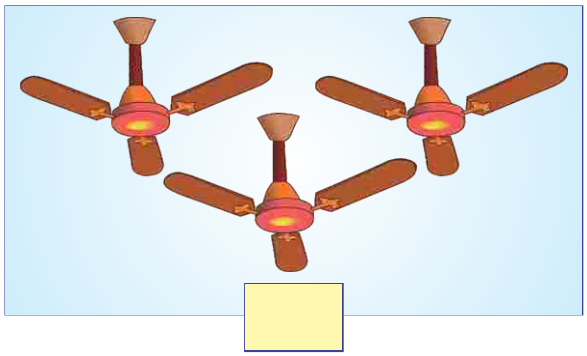
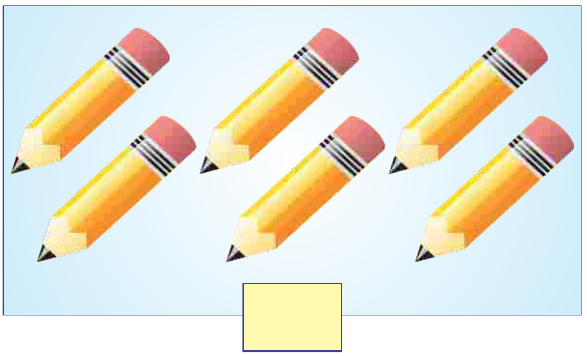
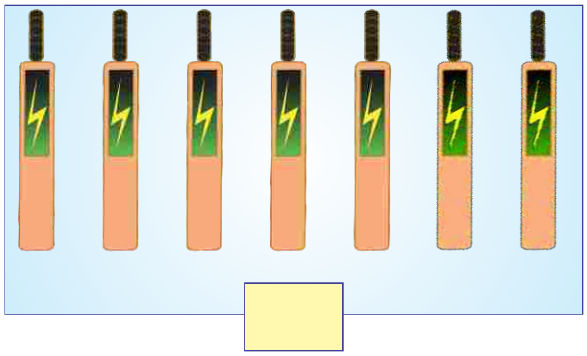
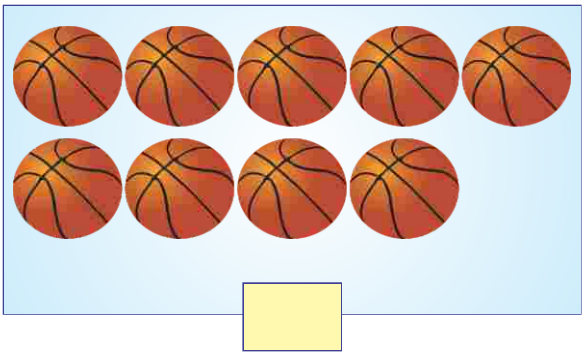
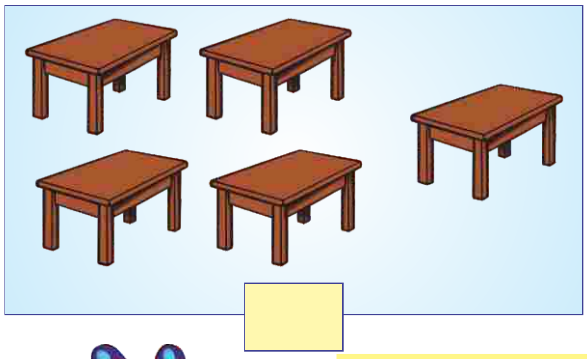
Count and Write :



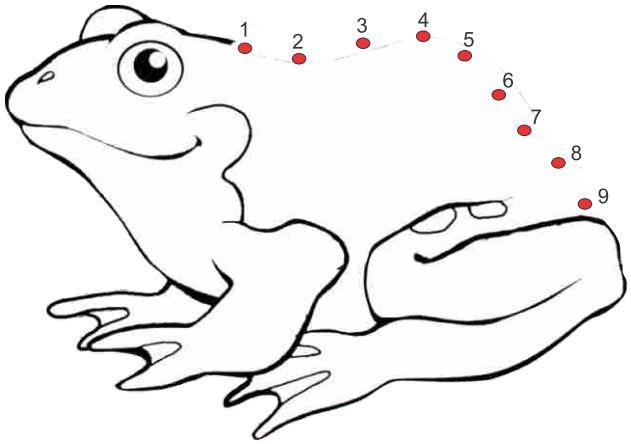








Join the numbers in serial order
and decorate the picture with colours.



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Activity

Just before, Just after

Ahil, Gurfateh Singh, Simran, Kuljeet, Pinki, Aslam, Jyoti, Rano, Sandeep

Who is standing just after Simran ?

Kuljeet

Who is standing just before Pinki ?

Kuljeet

Who is standing between Simran and Pinki ?

Kuljeet

1	2	3	4	5	6	7	8	9

Look at the number strip.

What comes after 7 ?

6

What comes after 8 ?

9

Very good

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

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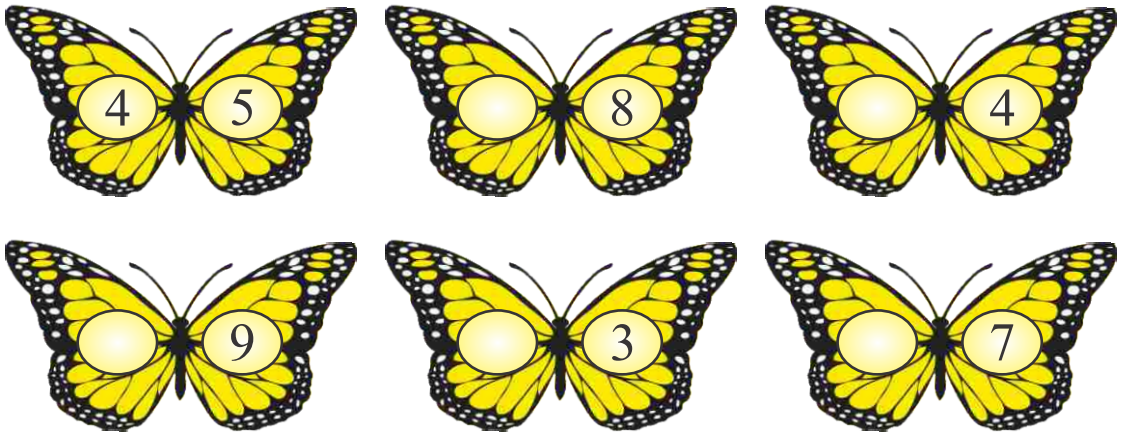
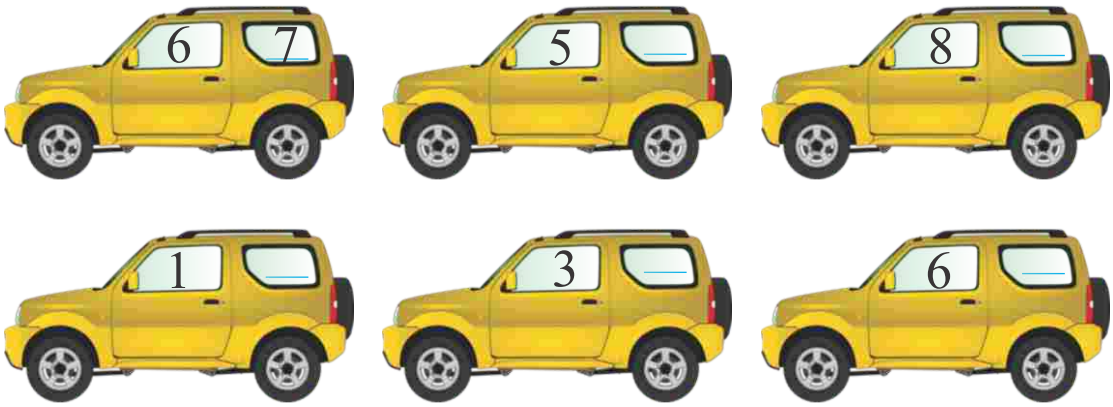
What will come just before ?



What will come just after ?



What will come in between ?

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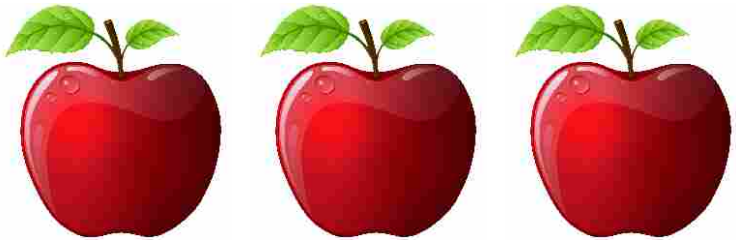
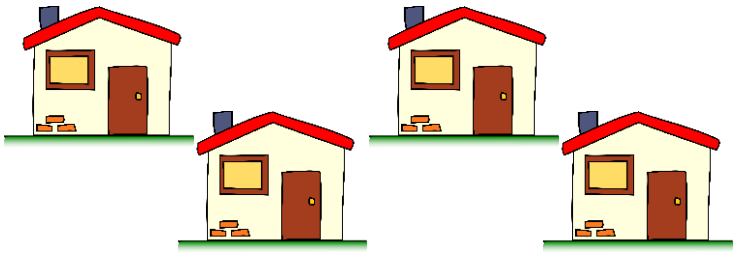
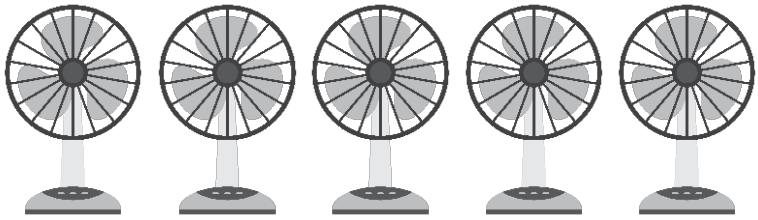
Count the objects and write the number in red box and write its next number in green box.







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

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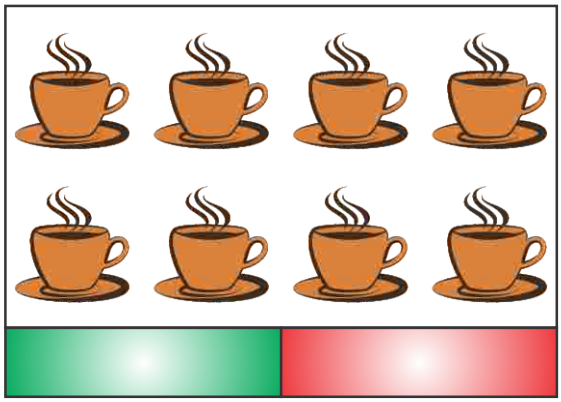
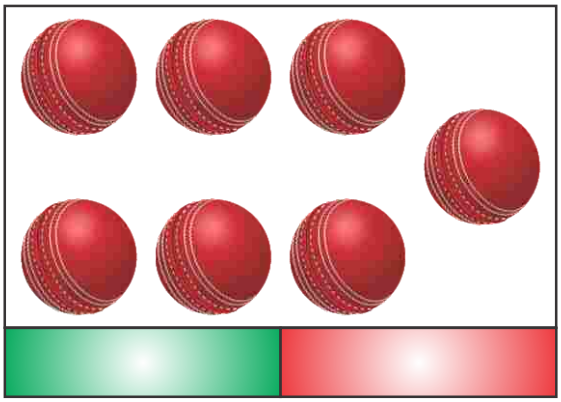
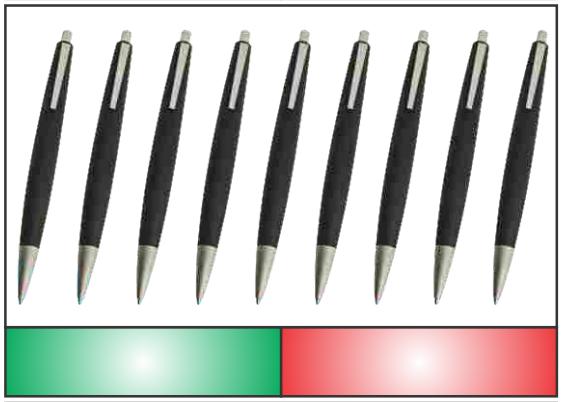
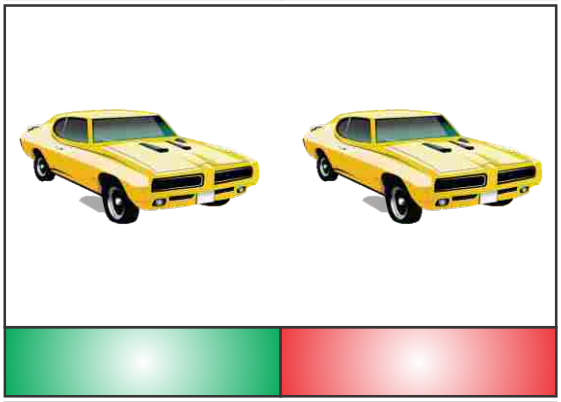
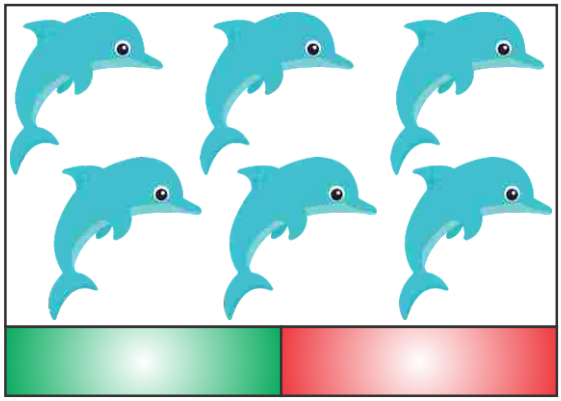
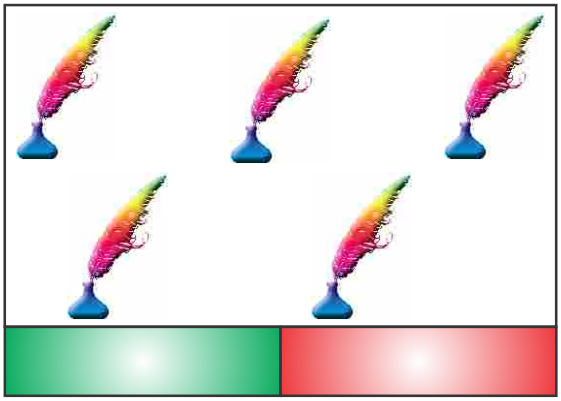
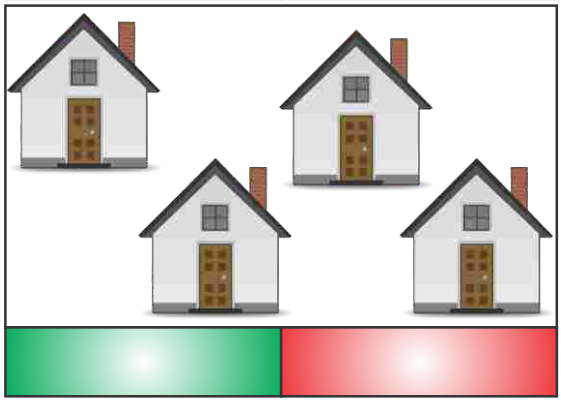
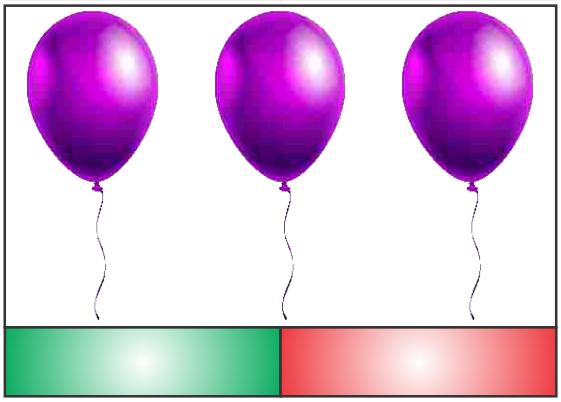
Count the objects and write the number in red box and write its previous number in green box.

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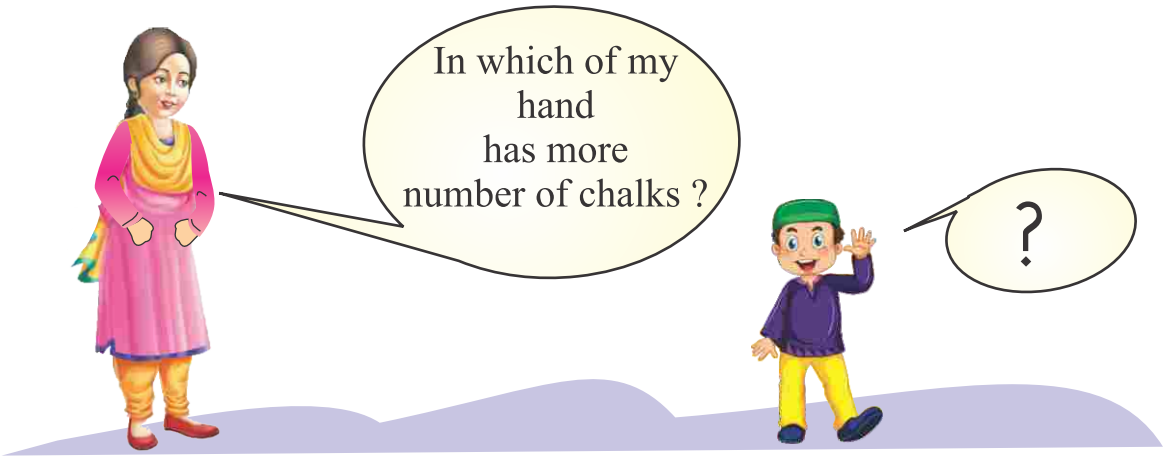
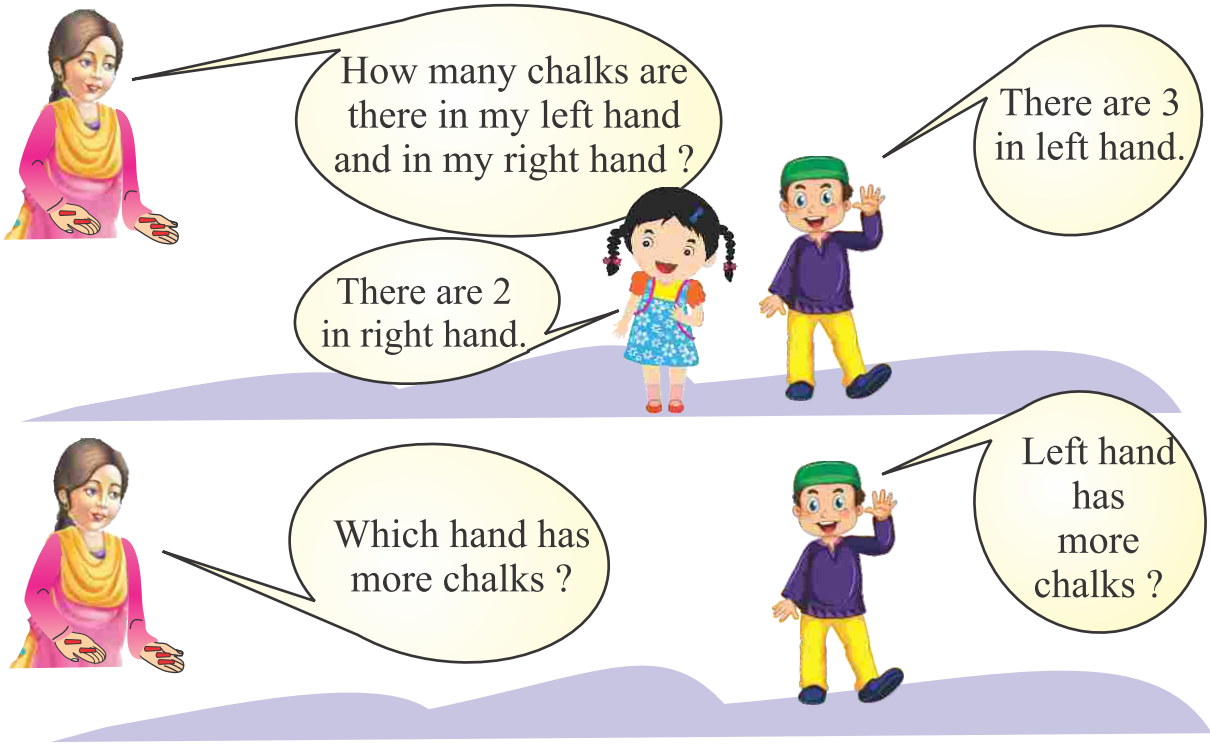
Let's learn

Comparison of numbers

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



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



Note

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

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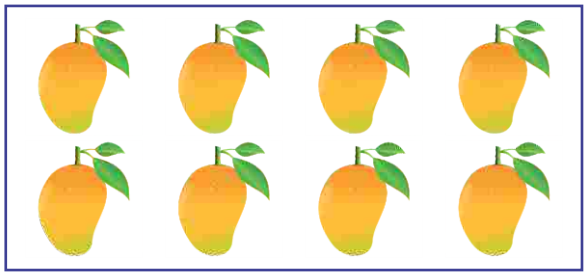
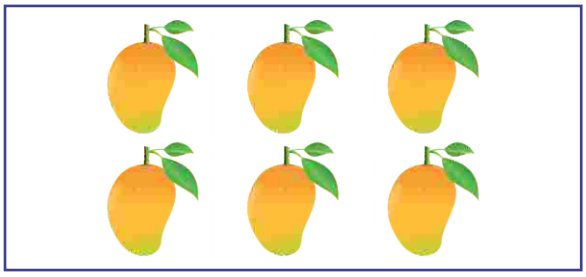
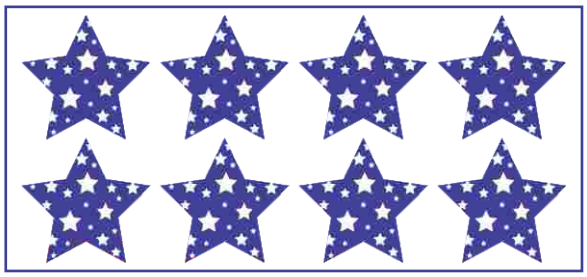
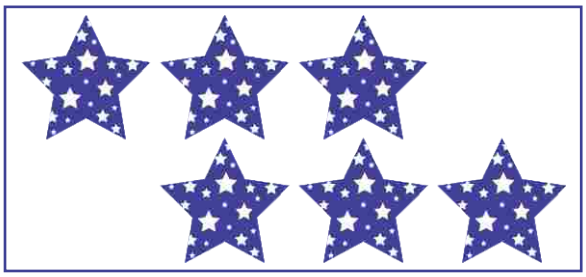
Count pictures in every group, write the number in the box and encircle the greater number.

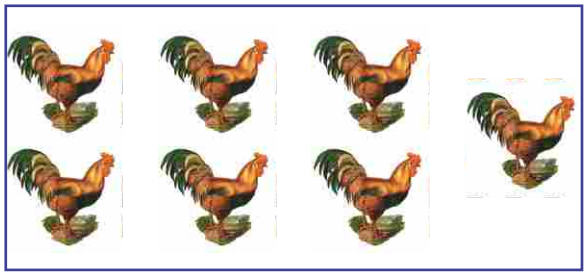


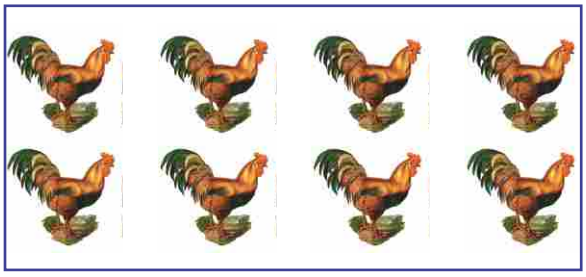


Count pictures in every group, write the number in the box and encircle the smaller number.









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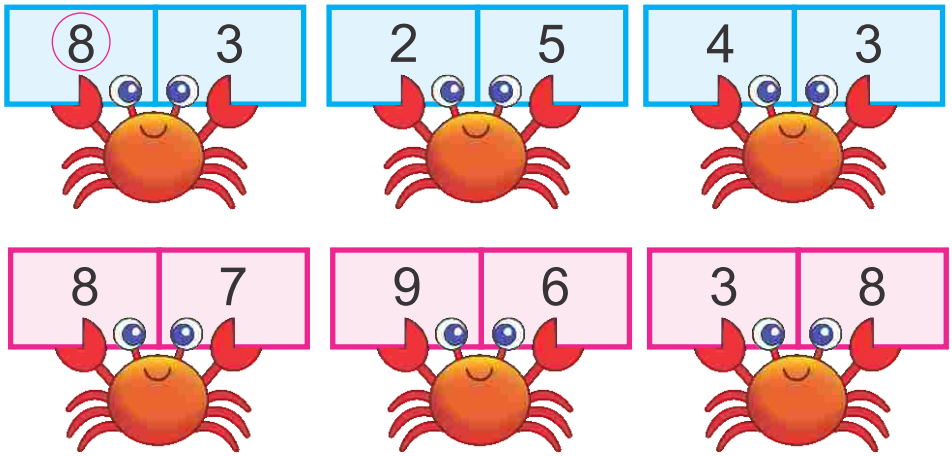
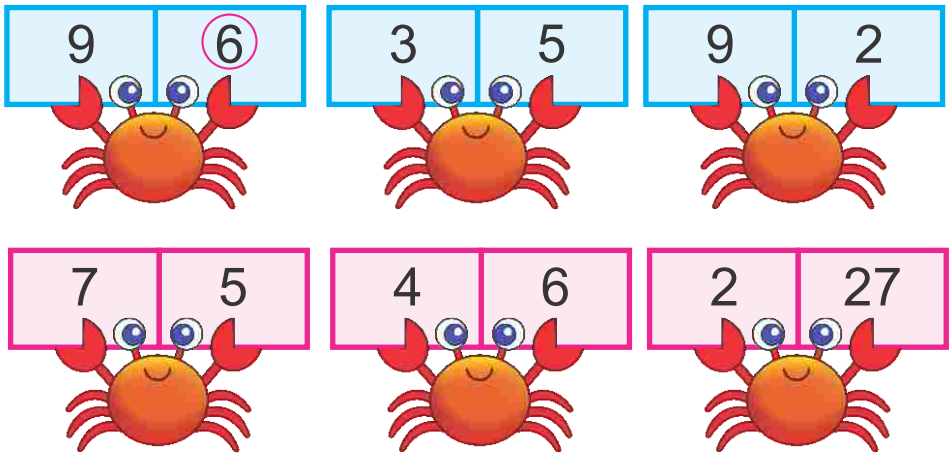
Understand the greater and smaller number and encircle the greater number



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



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

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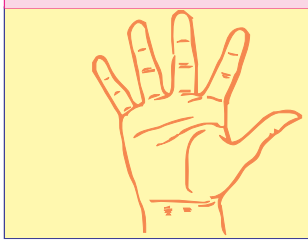
Let's learn

Equal

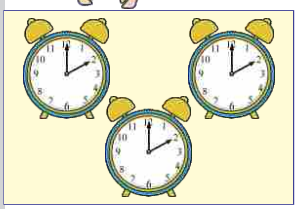
Five fingers of left hand

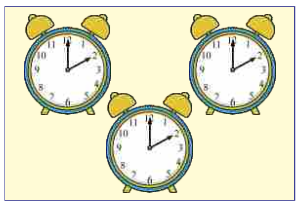
Five fingers of right hand

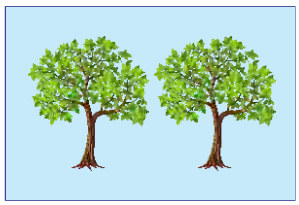


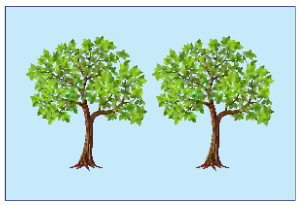
It is neither more or less

These are equal



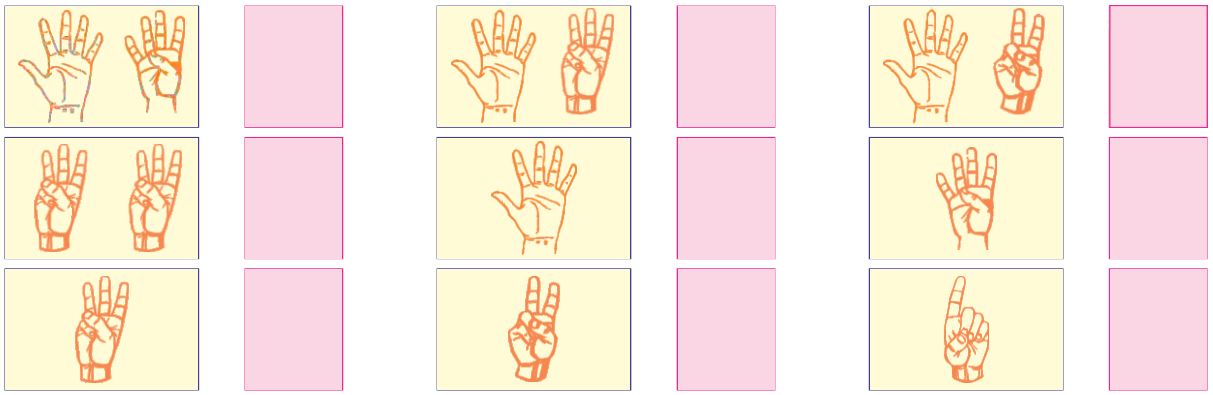


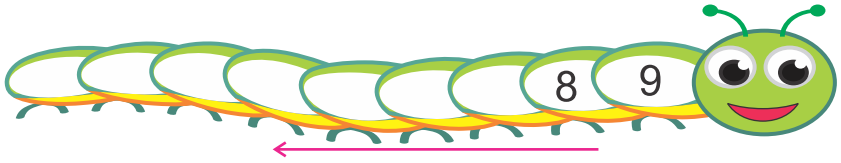


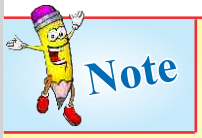


Let's do

Count and write backward counting from 9 to 1 :







Note

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

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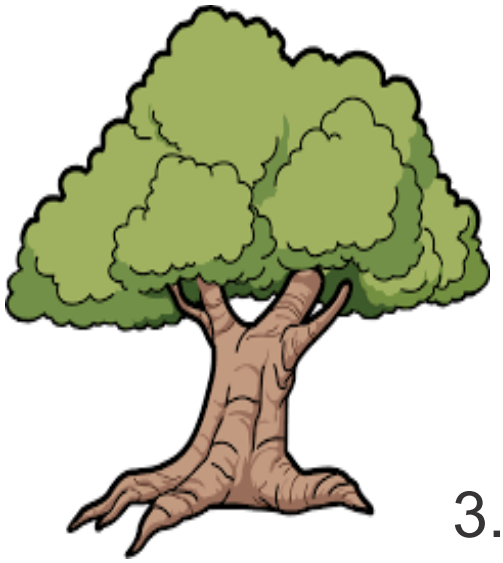
Join the points by backward counting and help Avneet to reach his uncle's house

Avneet Singh

9.

7.

5.



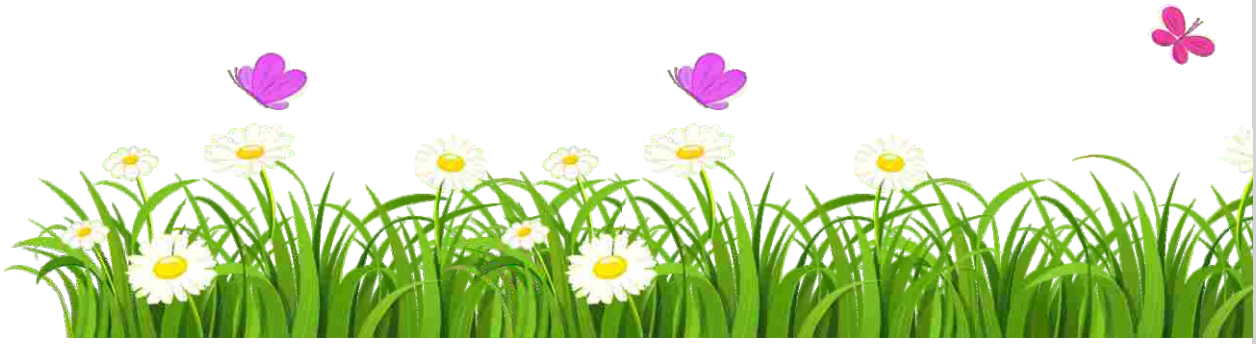
8.

6.

3.

4.

2.



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

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Activity

Knowledge of zero

How many pencils I have ?

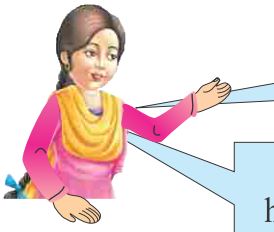
By keeping one pencil on side

2 pencils

Now how many pencils I have ?

By keeping one pencil on side

1 pencil



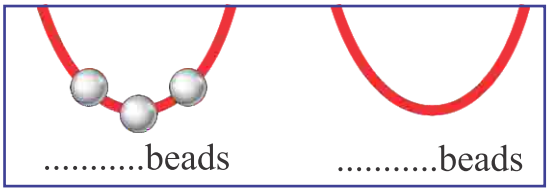
Now how many pencil I have ?

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

Nothing

Let's do

How many books are on table ?



.....beads .....beads

..... flowers .....flowers

.....mangoes .....mangoes

Note

The teacher should give knowledge of 'Zero' with the help of objects present in the school.

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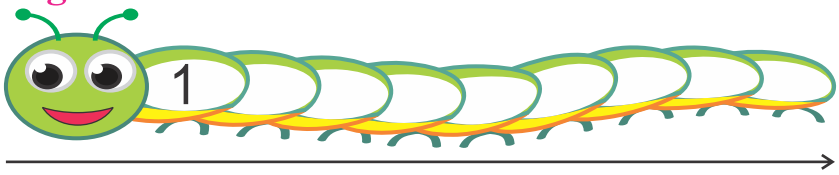
Worksheet

Write counting 1 to 9 :



Encircle the greater number :

3	4
9	6

2	1
7	9

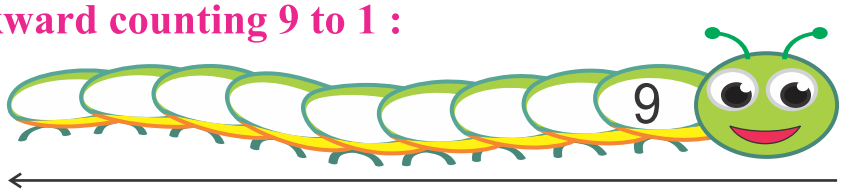
Fill in the blanks :

___	8
___	5

7	___
4	___

7	___	9
4	___	6

Write backward counting 9 to 1 :

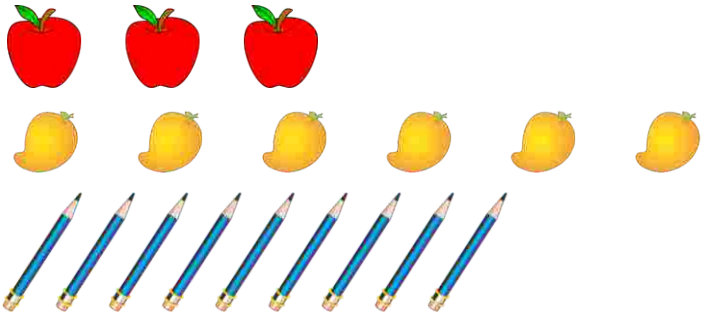


Encircle the smaller number :

3	5
7	9

8	6
9	8

Count and write :



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Activity

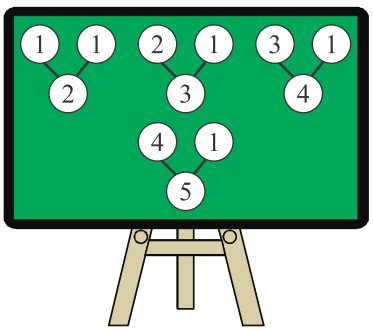
One more

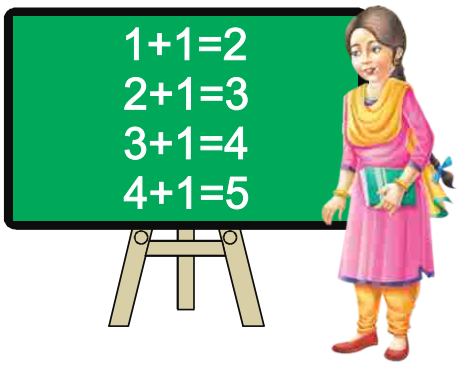
One green parrot suffering from flu
other visit to see it, now they are two

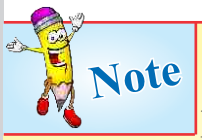
Two green parrots now sitting on the tree
another came to join them, now they are three

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

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







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

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Activity

One less

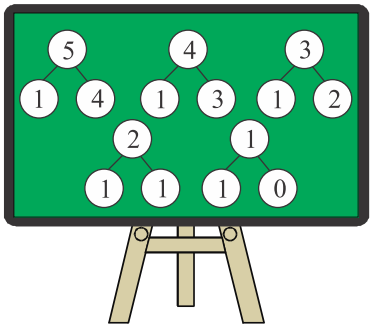
Five pigeons on a tree want to eat more
One flew to eat something, rest left four

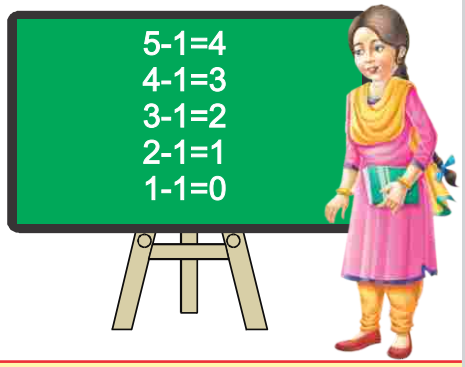
Four pigeons are on a tree want to eat pea
One flew to eat it, rest left three

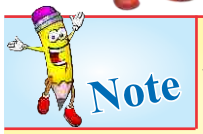
Three pigeons on a tree eating in queue
One flew to eat something, rest left two

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

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







The teacher will do this activity with the student's participation so that they will understand the concept of one less. By reciting the above poem, the concept of one digit subtraction is imparted to students.
By using blackboard the teacher will explain the concept of subtraction and also uses the sign of subtraction '–'

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Activity

Jorh-Torh upto 5 with fingers :

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

Yes, Let's tell me that how many fingers are raised and how may fingers are folded.

2 raised

3 folded

Good, Let's count by folding the fingers.

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

Raised ☐ Folded ☐

Raised ☐ Folded ☐

Raised ☐ Folded ☐

Raised ☐ Folded ☐

Raised ☐ Folded ☐

Raised ☐ Folded ☐

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

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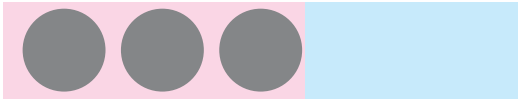
Activity

The concept of Jorh-Torh with the help of sliding card :

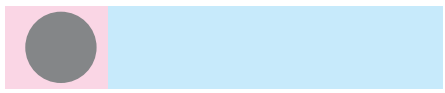
How many dots are on the card ?

Mam, 5

Now, how many dots are there ?



Mam, 3

	Under the card	Outside the card
		

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

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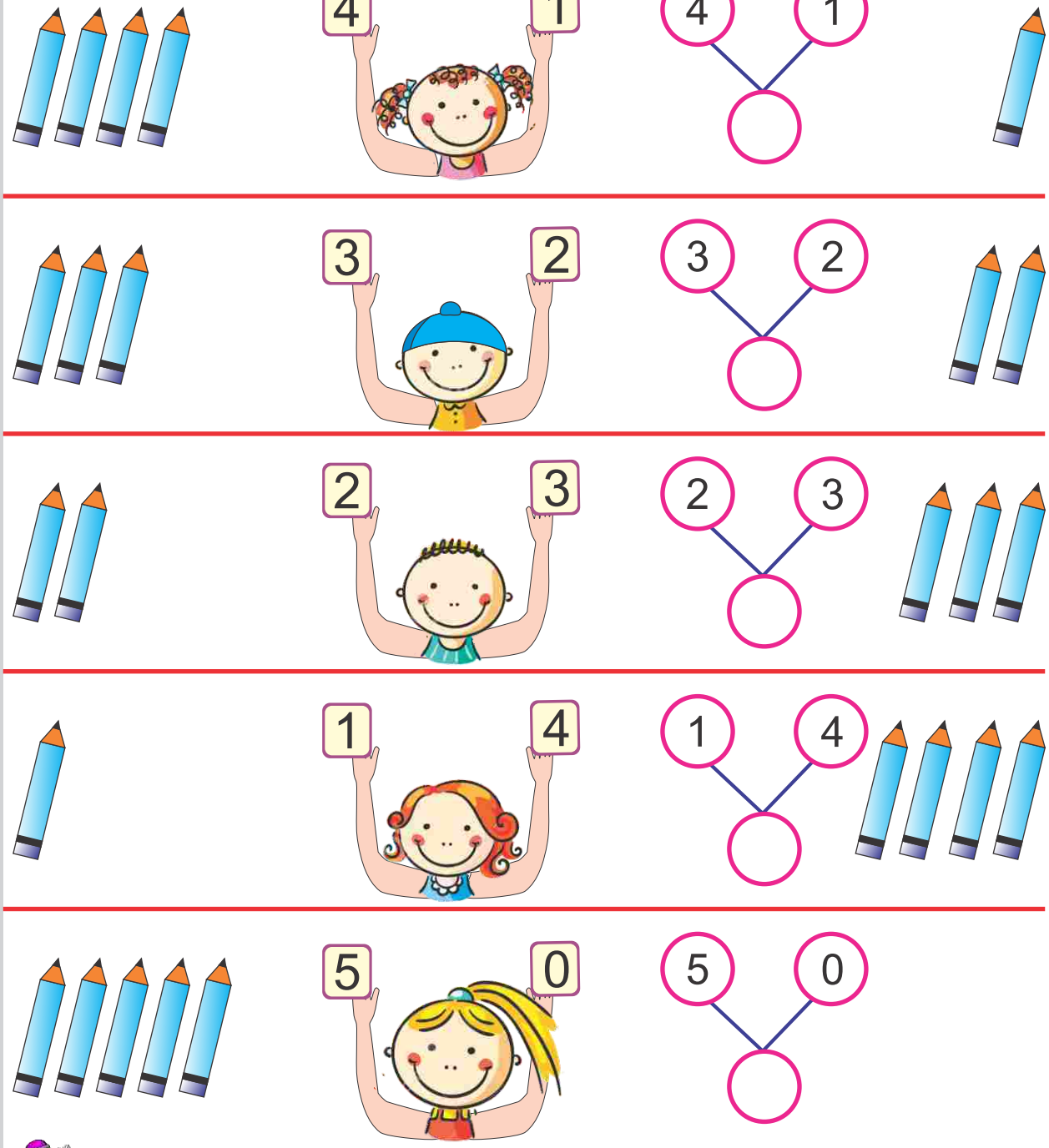
Practical Activity

Jorh-Torh of 5 with solid objects :



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

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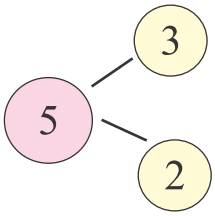
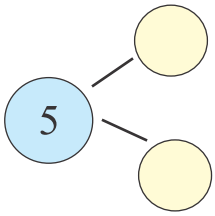
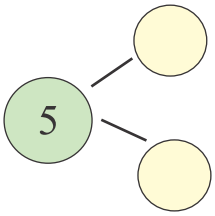
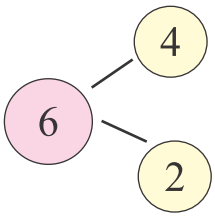
Let's do

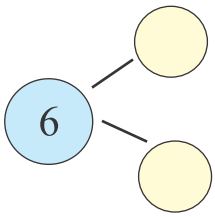
Jorh-Torh of 5 to 9

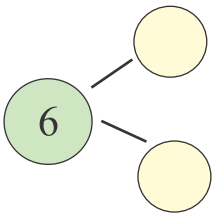


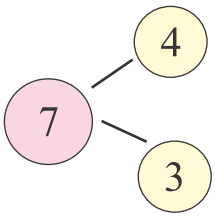


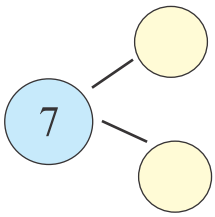


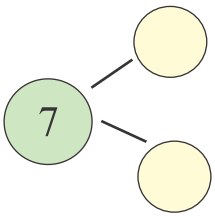


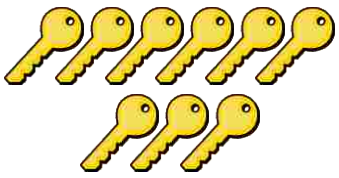


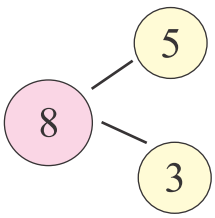


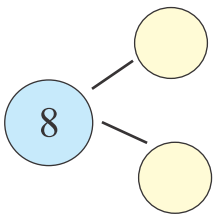


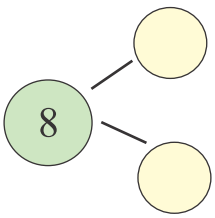


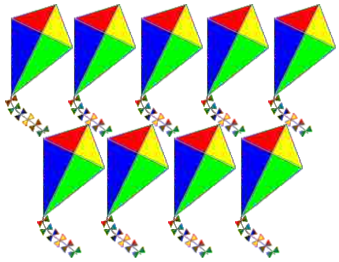


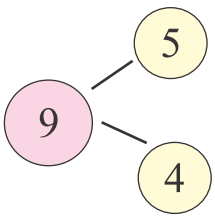


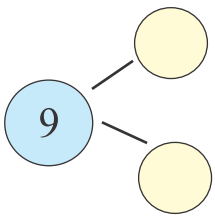


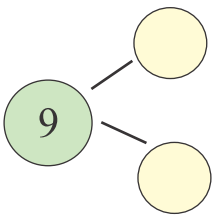












The teacher will give solid objects like pencils, sticks etc. to the children ask them to do jorh-torh of the numbers 5 to 9.

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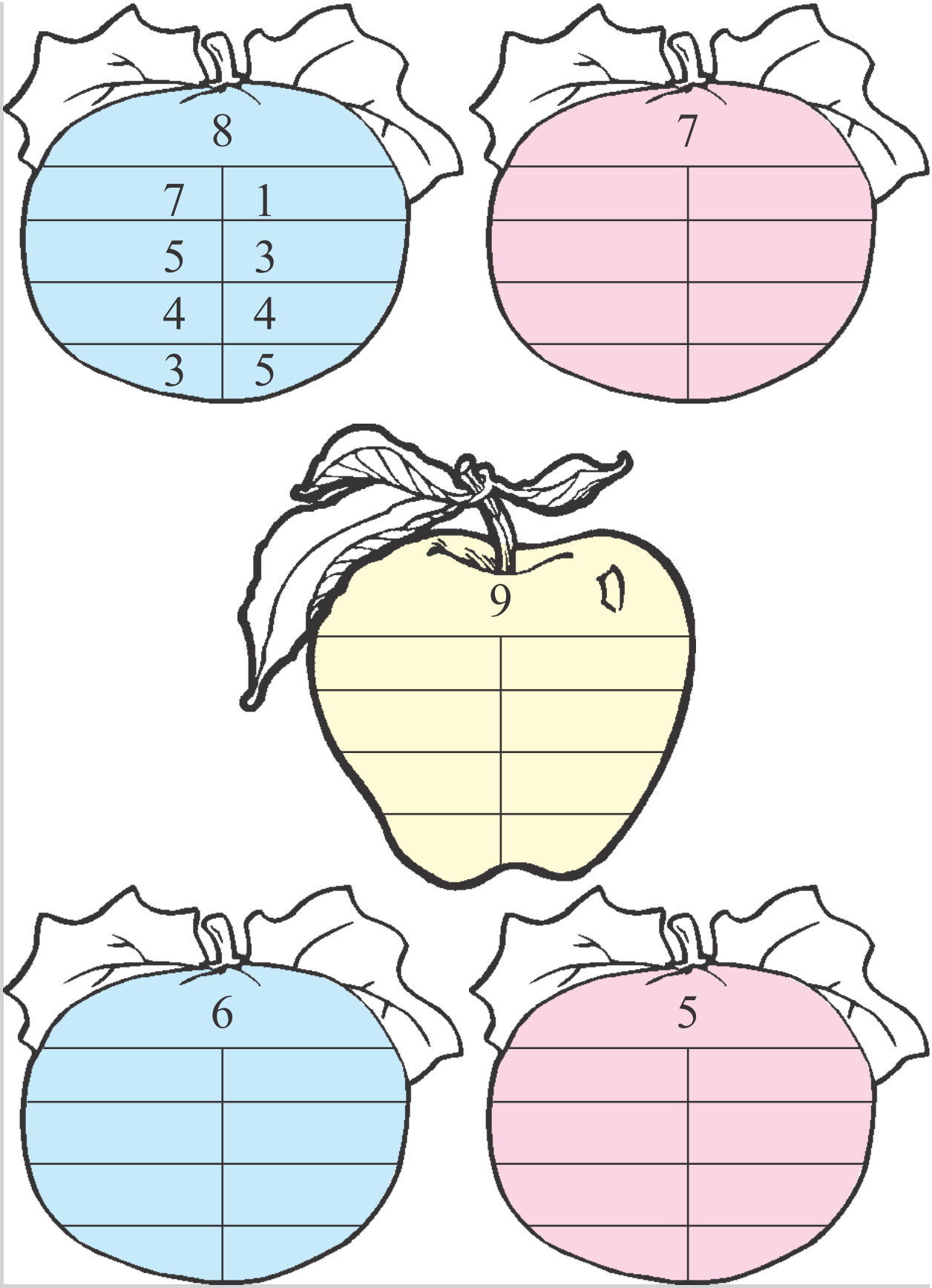

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Let's learn

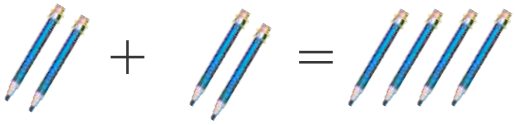
Statement Sums

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

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

1 + 1 = 2

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



2 + 2 = 4

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

4 - 2 = 2

Baljeet has two pencils. Lucky gave him two pencils more. How many pencils Baljeet has now ?

2 + 3 = 5

Baljeet has 5 pencils. He gave two pencils to Aman. How many pencils Baljeet has now ?

5 - 2 = 3

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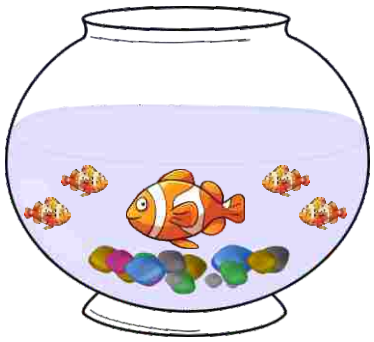
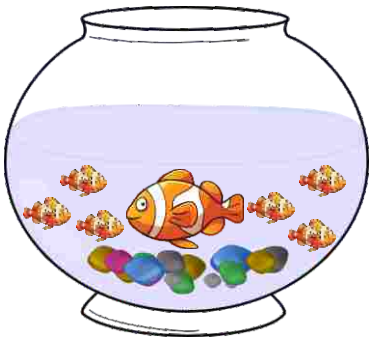
There were 5 fish in water. Two more fish are added. Now how many fish are in water ?





Fish

Fish

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

Birds

Birds

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

Children

Children

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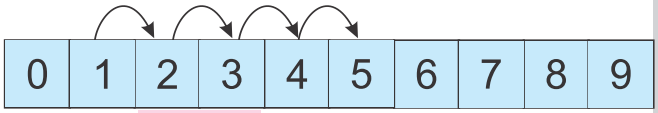
Let's learn

Addition to move forward by counting

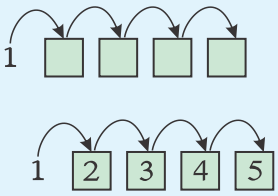
$$\begin{array}{r} 4 \\ +\ 3 \\ \hline 7 \\ \hline \end{array}$$



1 + 4

Method-

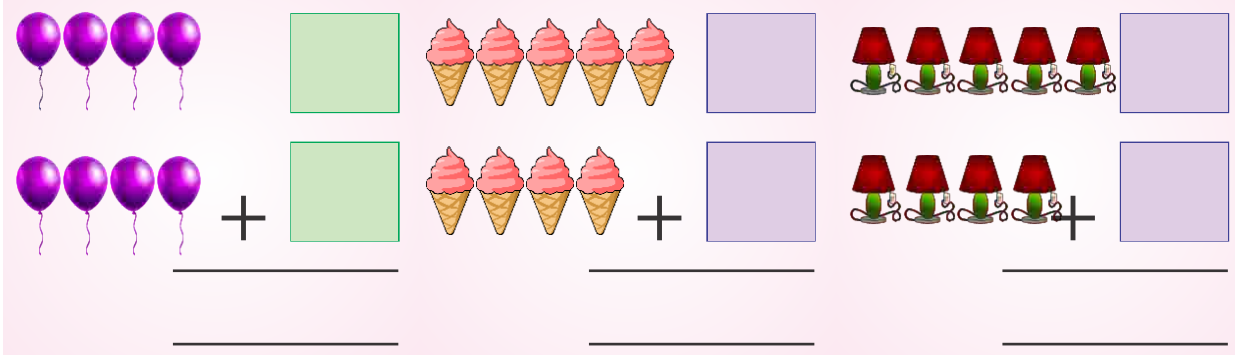
Step 1. Start with jump from number 1.
Step 2. Jump forward according to the numbers which we have to add.
Step 3. Now write the numbers by forward counting.
Step 4. 1 + 4 = 5



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

1 + 4 = 5

Let's do



4 + 1 = ☐

1 + 3 = ☐

3 + 1 = ☐

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

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Let's learn

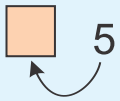
Subtraction- to move backward by counting

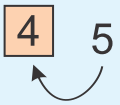
0	1	2	3	4	5	6	7	8	9

	4
−	3
	1

Method- 5 - 1

Step 1. Jump from the given number 5.
Step 2. Jump backward according the number you want to subtract.
Step 3. Write the number by backward counting.





Step 4. 5 – 1 = 5

	5
−	1
	4

5 - 1 = 4

Let's do

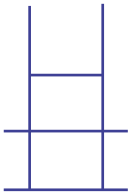
0	1	2	3	4	5	6	7	8	9

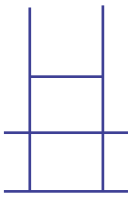
−		−		−	

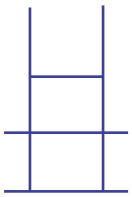
4 - 1 = ☐

5 - 3 = ☐

3 - 1 = ☐







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

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Let's learn

Properties of Addition - Subtraction

Let's do

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

1 + 1 = 2 | 8 + 1 = 9 | 5 + 1 = ☐ | 4 + 1 = ☐

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

2 + 3 = ☐ = 3 + 2 | 1 + 2 = ☐ = 2 + 1 | 3 + 4 = ☐ = 4 + 3

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

1 + 0 = 1 | 8 + 0 = 8 | 5 + 0 = ☐ | 4 + 0 = ☐

When we subtract any number by 1, then we get previous (predecessor) of the number.

2 − 1 = 1 | 8 − 1 = 7 | 5 − 1 = ☐ | 4 − 1 = ☐

When we subtract the two same numbers, then we get 0.

9 − 9 = 0 | 8 − 8 = 0 | 5 − 5 = ☐ | 4 − 4 = ☐

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

2 − 0 = 2 | 8 − 0 = 8 | 5 − 0 = ☐ | 3 − 0 = ☐

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

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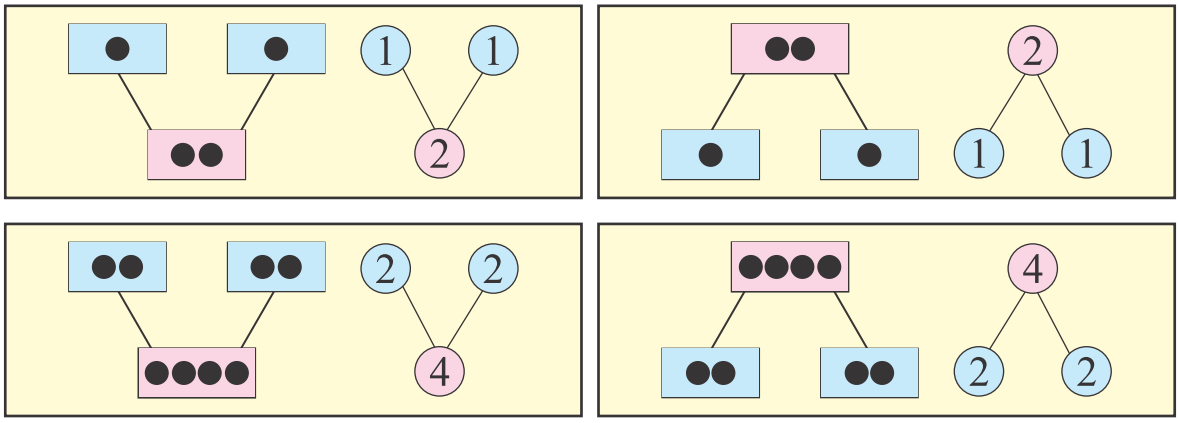
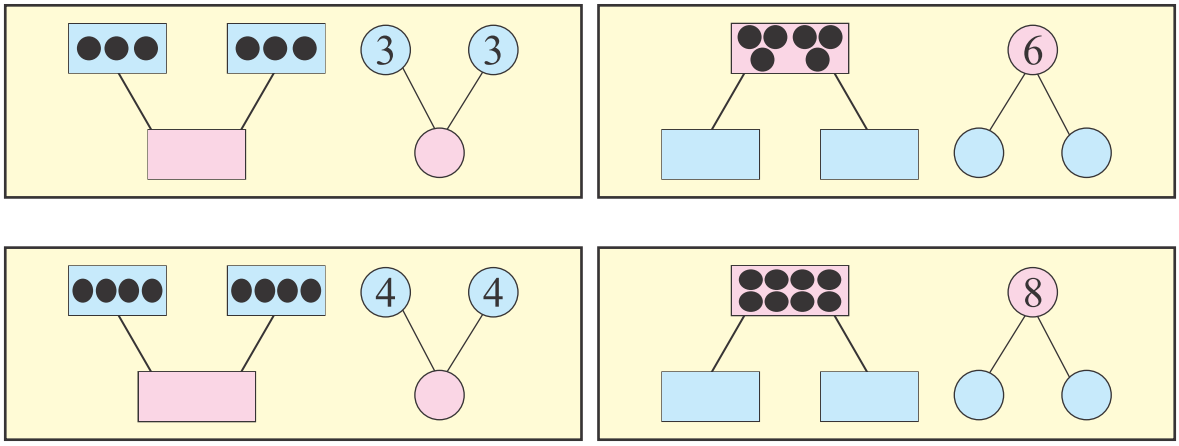
Let's learn

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

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



Let's do



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

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Magical Game

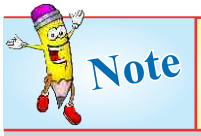
Objective : Recognition of numbers.

Material : Marker, Chart.

Method : 1. Write as demonstrate below.

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

2. **Ask the child to think any number upto 9.**
3. **Ask the child to find in how many boxes have that number.**
4. **Then answer the question.**
5. **It is magic for child.**



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

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Worksheet

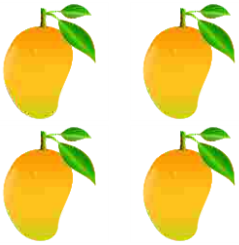
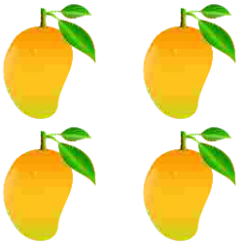
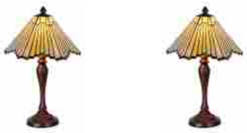
Add :

3 + 2 =	5 + 0 =	4 + 1 =

Subtract :

5 − 2 =	5 − 0 =	3 − 1 =

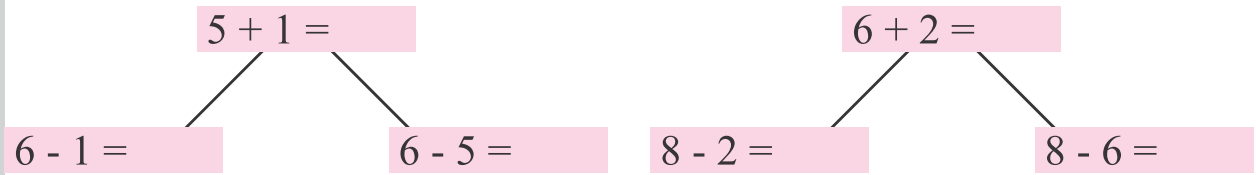
Encircle the correct answer :

 +  =	6 7 8
-  =	4 2 3

Fill in the blanks :

1 + ☐ = 5	☐ + 2 = 3	1 + ☐ = 2
4 − ☐ = 3	3 − 1 = ☐	5 − ☐ = 4

Think and do :



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

We have learnt

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

↓

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

↓

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

↓

Comparison of numbers
(With solid objects)

↓

Addition - Subtraction upto 9

↓

Addition - Subtraction of 1 digit numbers

↓

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

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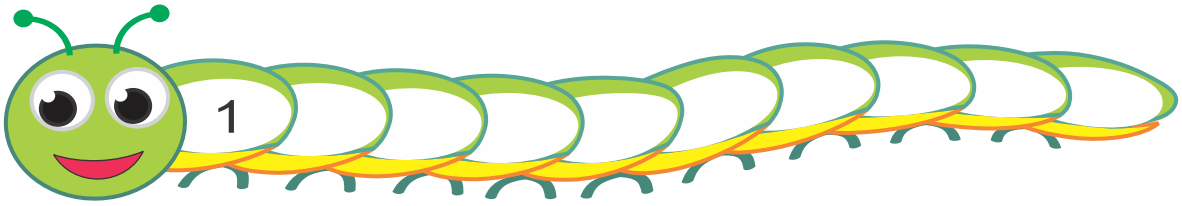
2 Play With Numbers

Objectives

- To enable the students to understand the counting of numbers 10 to 20.
- To enable the students to write numbers in serial order.
- Understanding of before, after and in between the numbers.
- Comparison of numbers upto 20.
- To count the objects with the help of these numbers.
- To collect the objects in groups of 10 and consider it a group.
- To develop the vocabulary of tens and ones.
- To show the group of tens and ones by picture.
- To count the number of tens and ones in the given number.
- To write the numbers 10 to 20 in words.

Do you remember?

a. Write counting from 1 to 9 :



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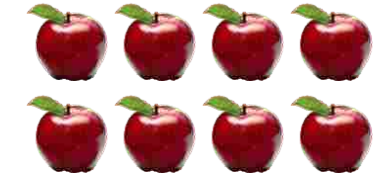
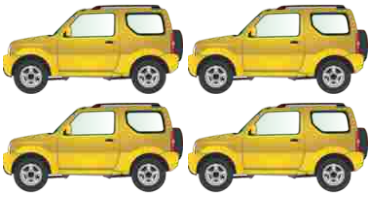
b. Count and write :





c. Encircle the smaller number :

4	7
1	2
3	5

d. Encircle the greater number :

8	7
3	5
9	4

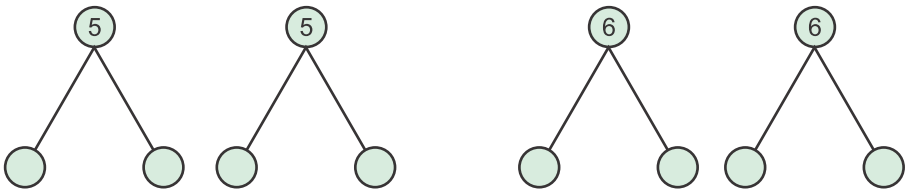
e. Fill in the blanks :

_____	7
_____	5
_____	9

6	_____
8	_____
7	_____

4	_____	6
3	_____	5
1	_____	2

f. Fill in the blanks :



g. Solve with the help of a number strip :

1	2	3	4	5	6	7	8	9

3 + 2 = ☐ 5 − 2 = ☐

5 + 0 = ☐ 9 − 6 = ☐

h. Write Dodging counting :

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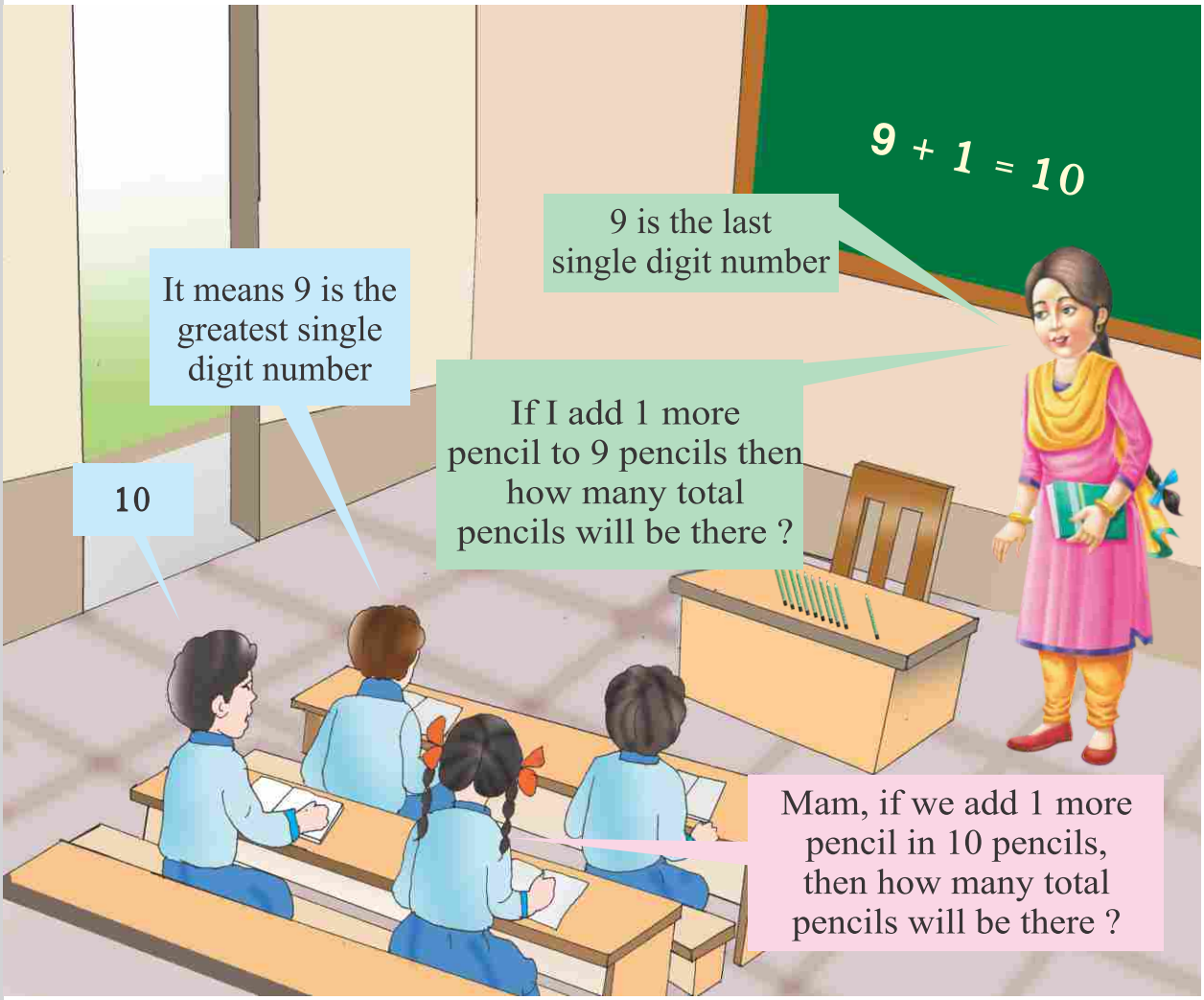
Let's learn

First step towards 10 to 20



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

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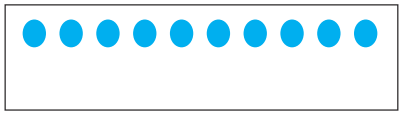
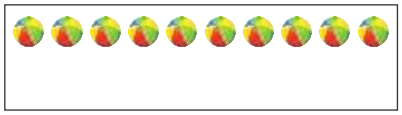
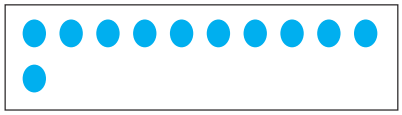
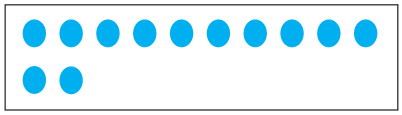
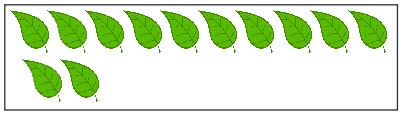
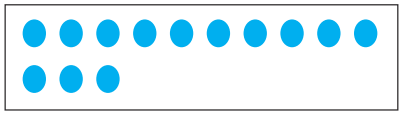
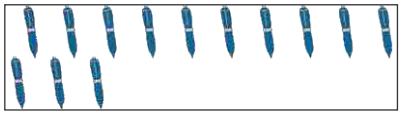
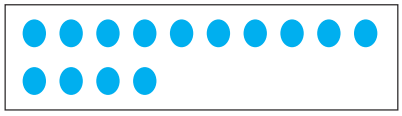
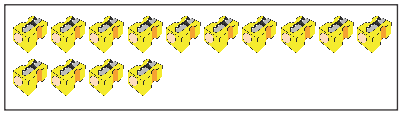
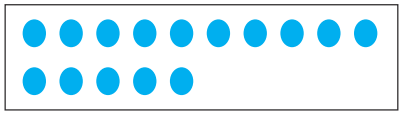
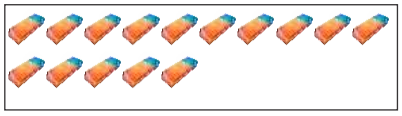
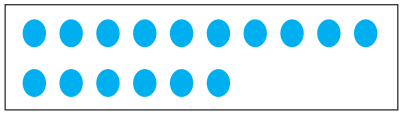
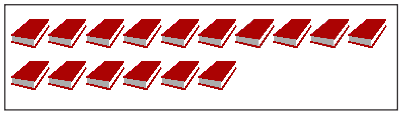
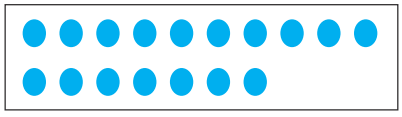
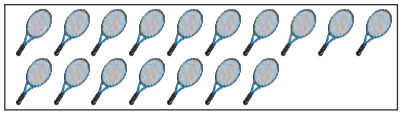
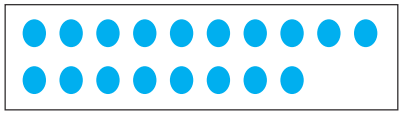
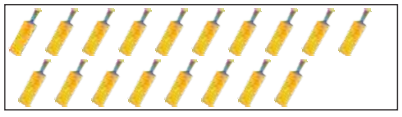
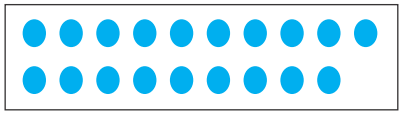
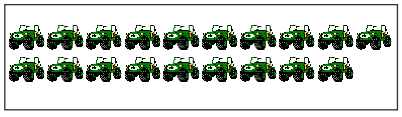
Let's learn

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

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

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

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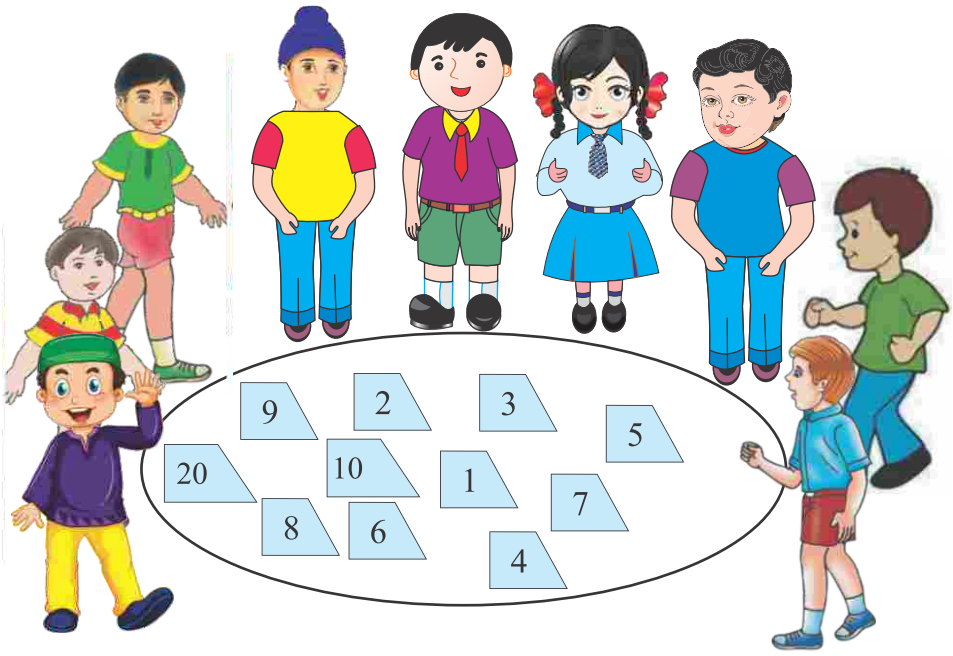
Make a jump

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

Make a jump and bring the card



Stand up in serial order

Note

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

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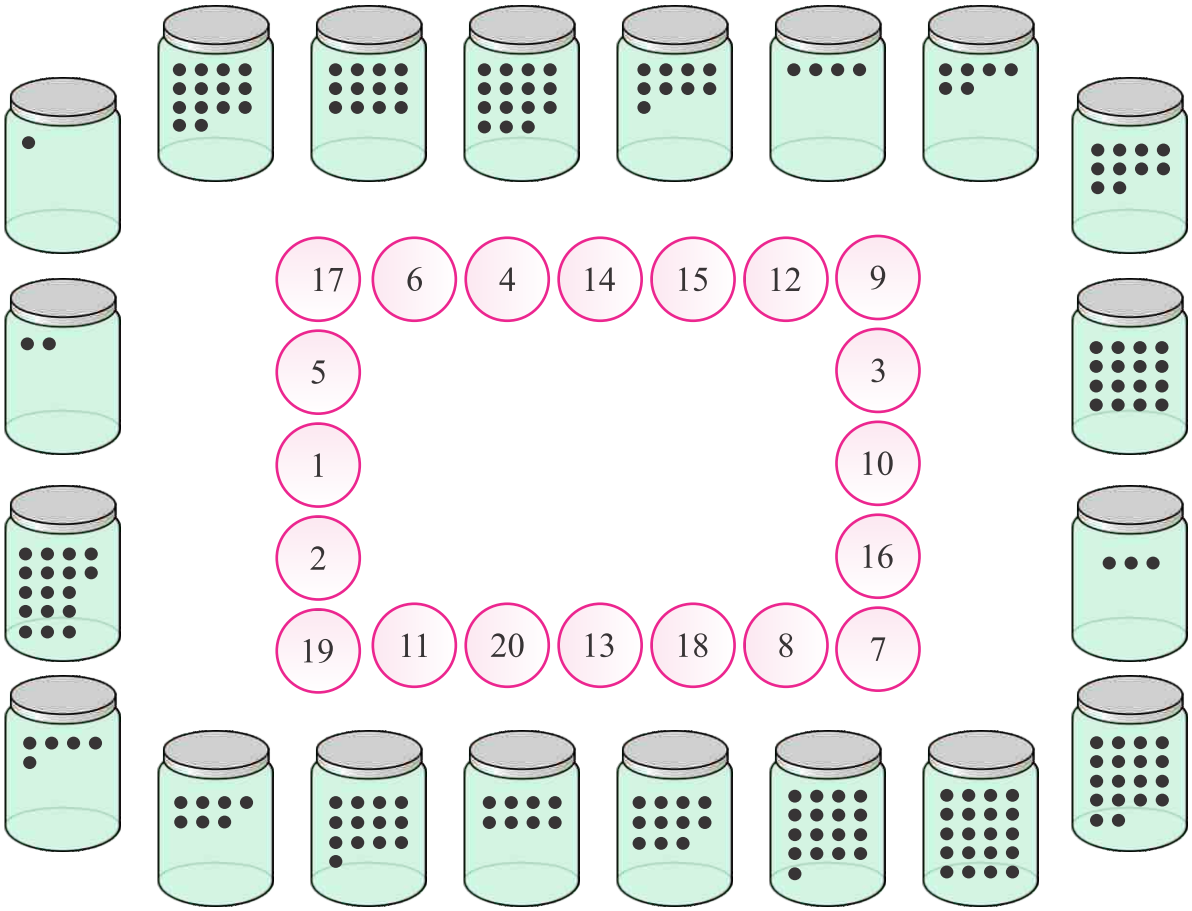
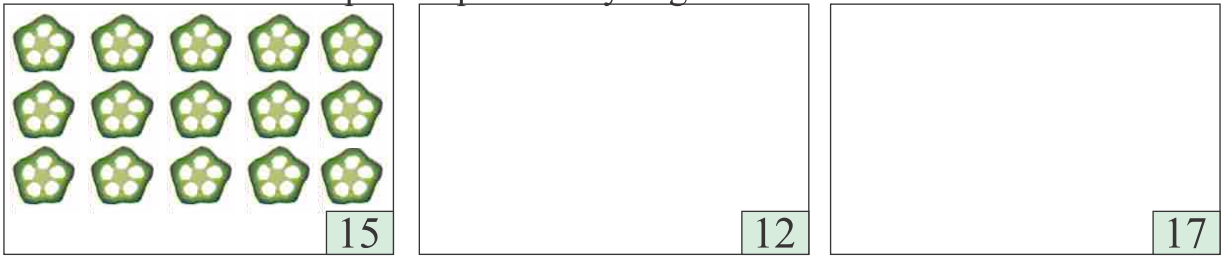
Count and match :



Practical activity

Objective : Understanding count the given objects
Material : Lady finger, colours.
Procedure : 1. Cut the lady finger in 2 parts and give to children.
2. Dip the cut part of lady finger in colour and make impression in the given space.
3. Make the flowers according to the number given in the boxes with the help of cut part of lady finger.



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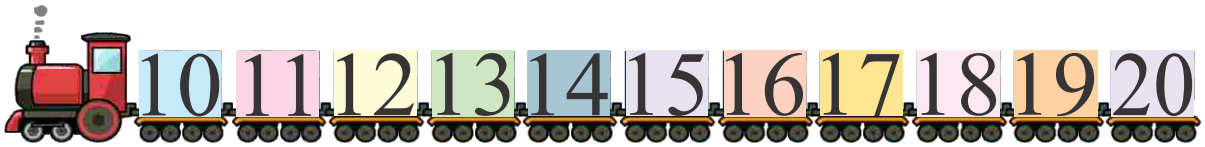
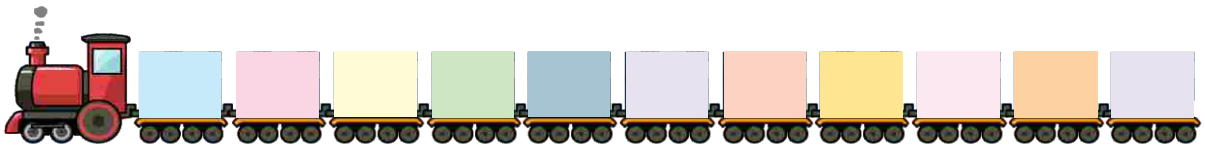
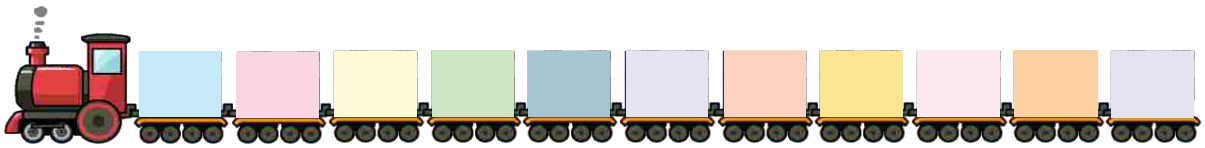
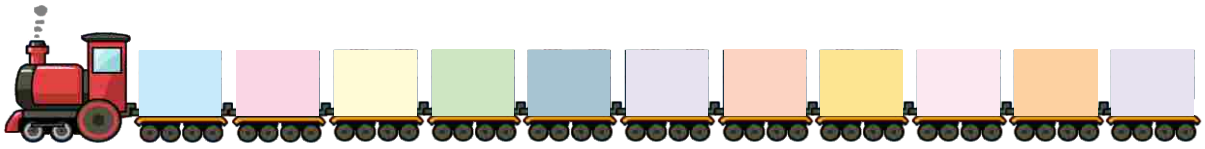
Write numbers 10 to 20.

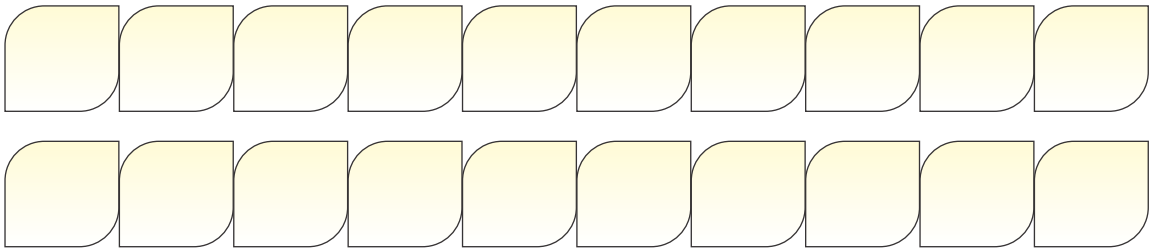


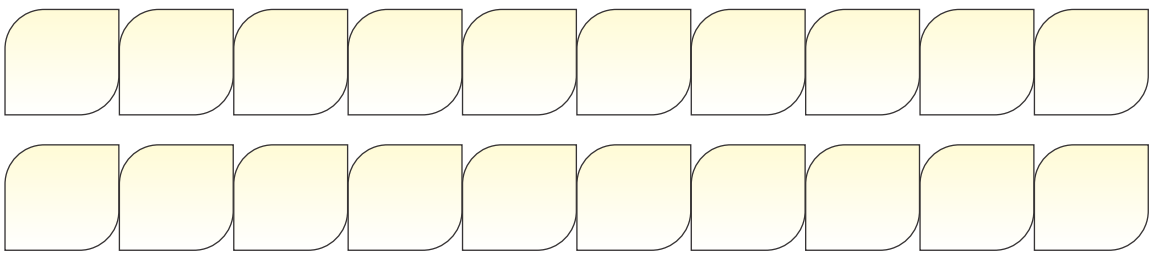






Write numbers 1 to 20.





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

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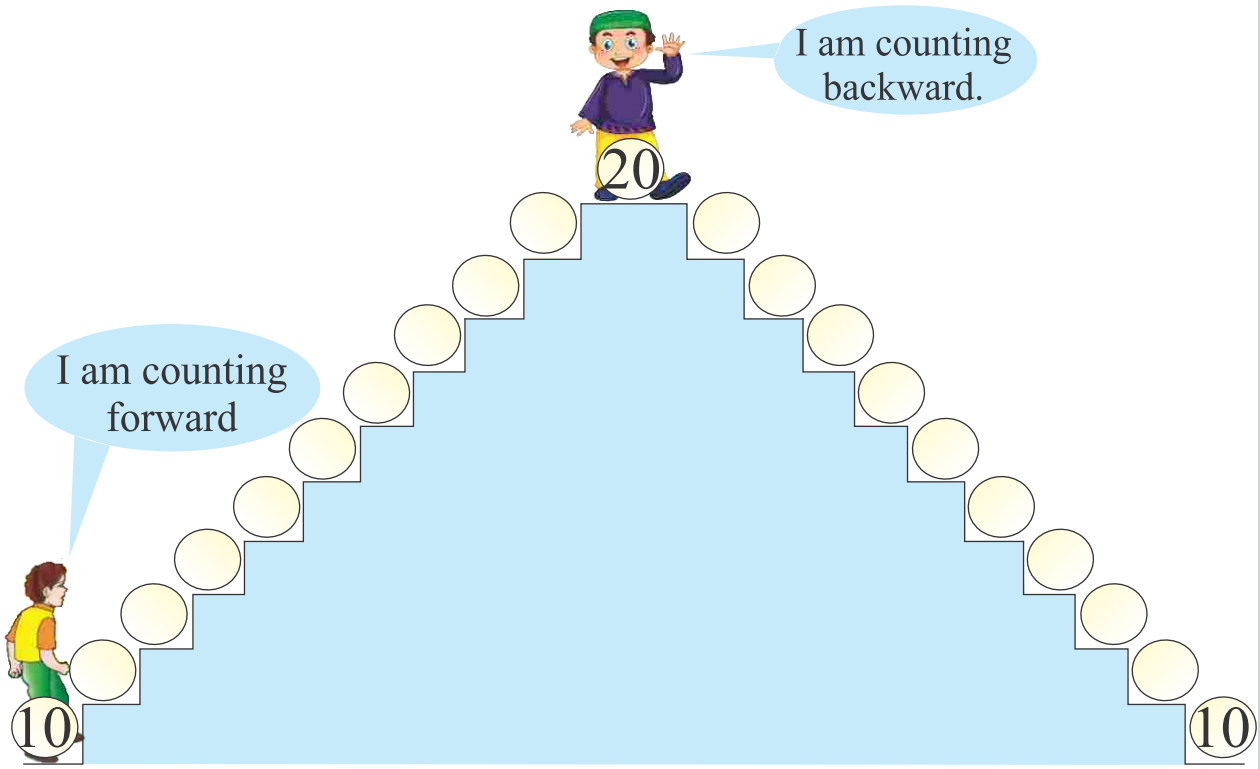
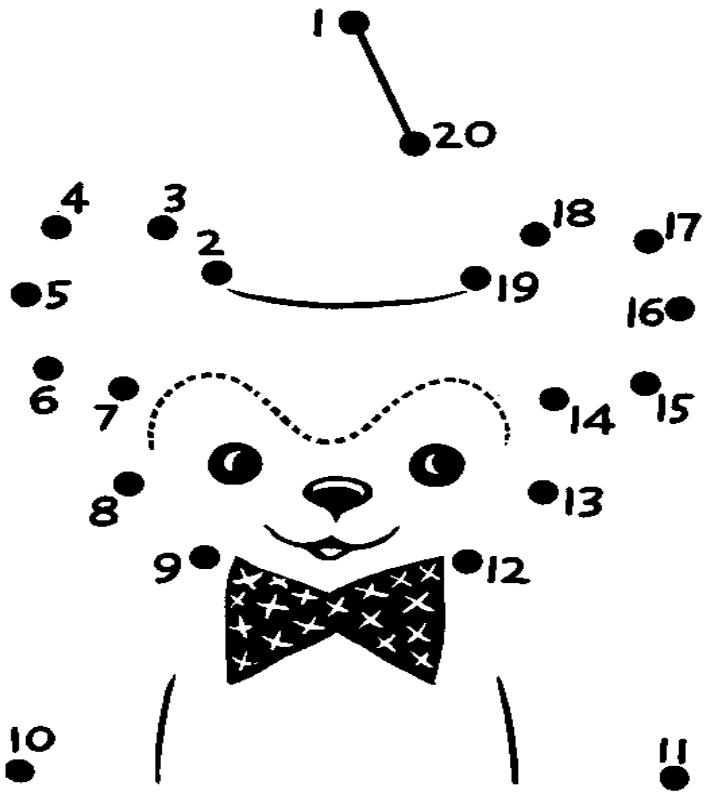
Write forward and backward counting of 10 to 20.



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



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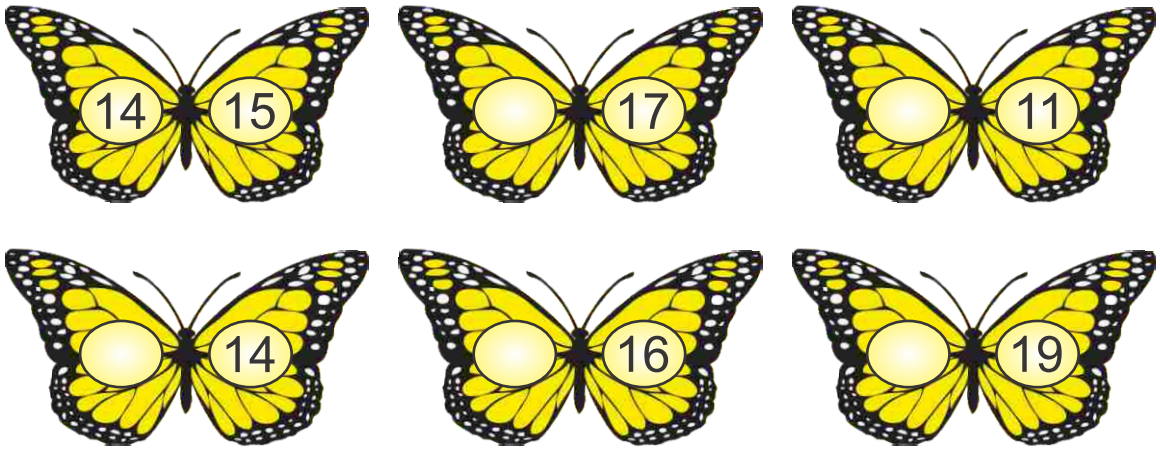
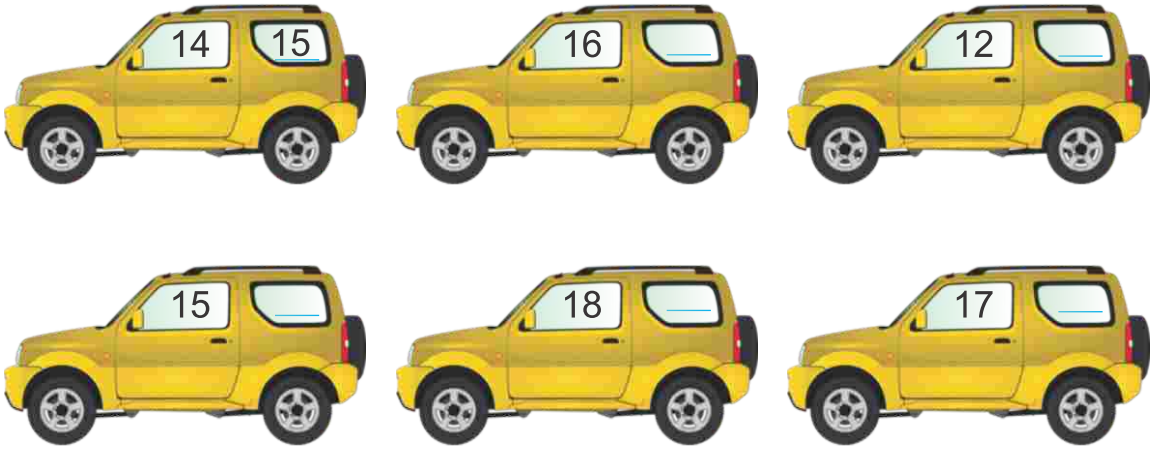
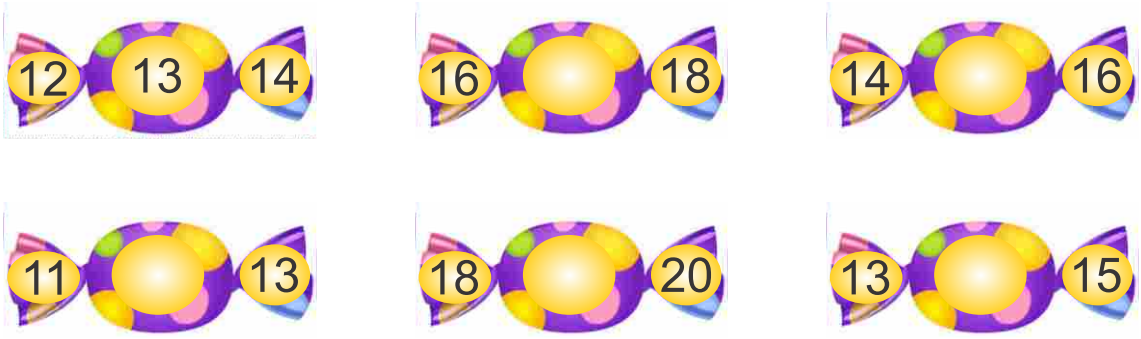
Write the number that comes just before :



Write the number that comes just after :



Write the number in between :



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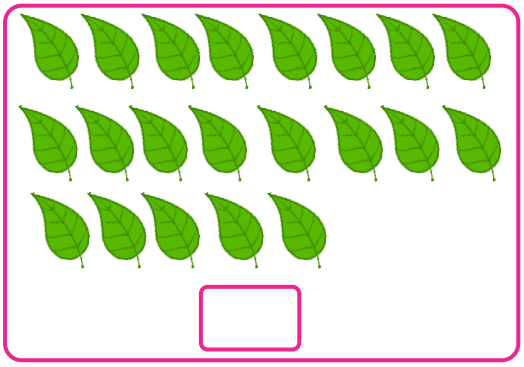
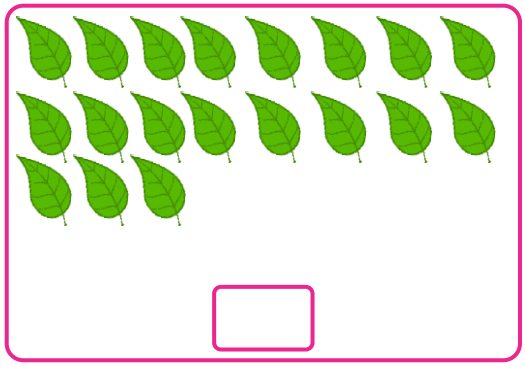
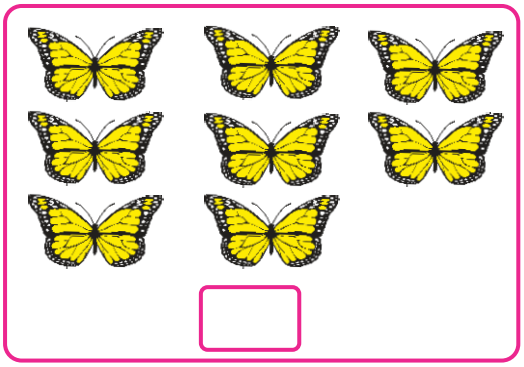
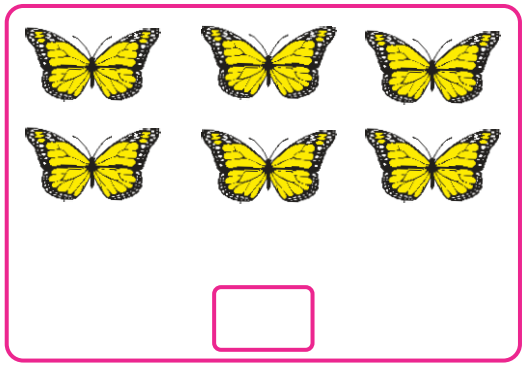
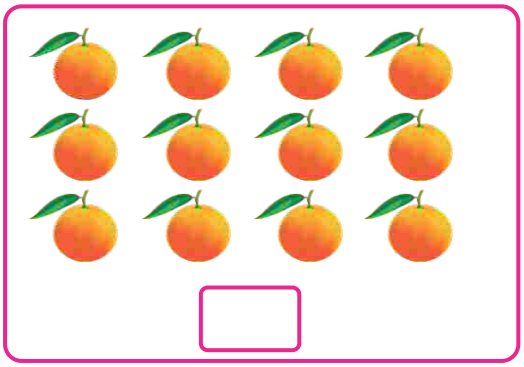
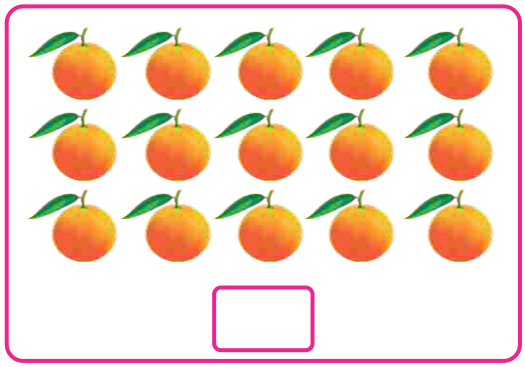
Comparison of numbers

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

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Comparison with the help of number strip

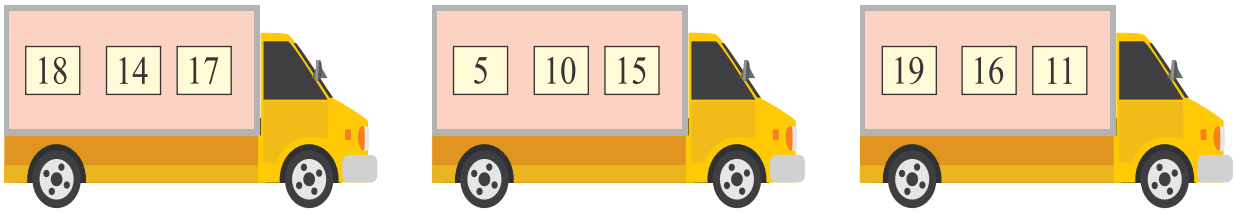
The number nearer to 0 is smaller than the other number.

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

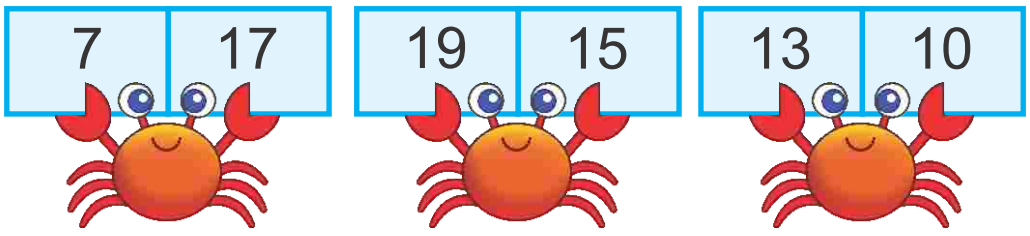
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Encircle the smaller number :

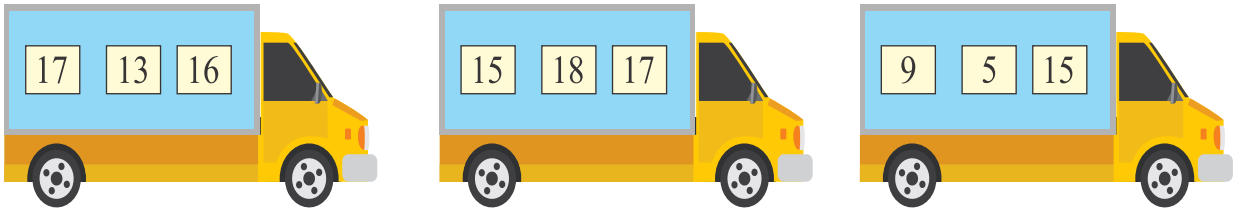
Encircle the smallest number :



Encircle the greater number :



Encircle the greatest number :



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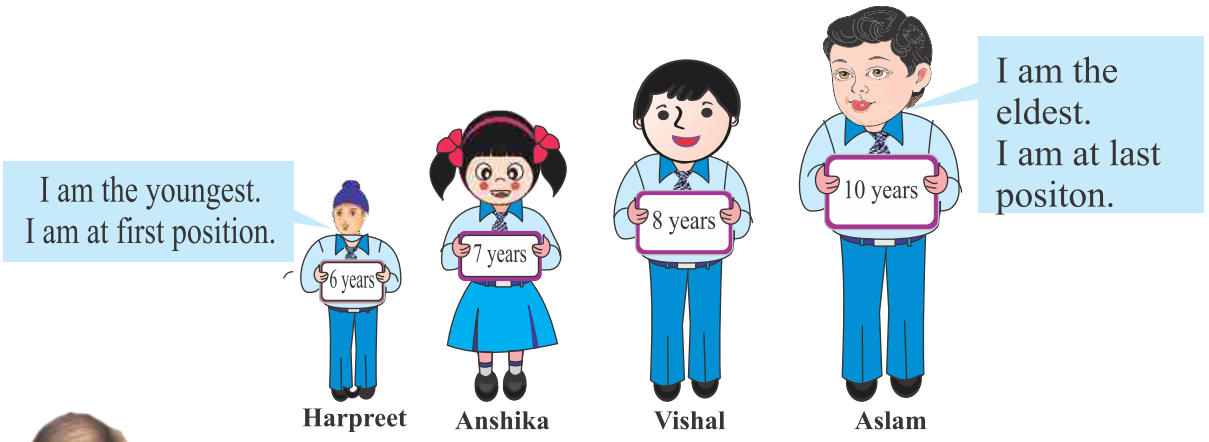
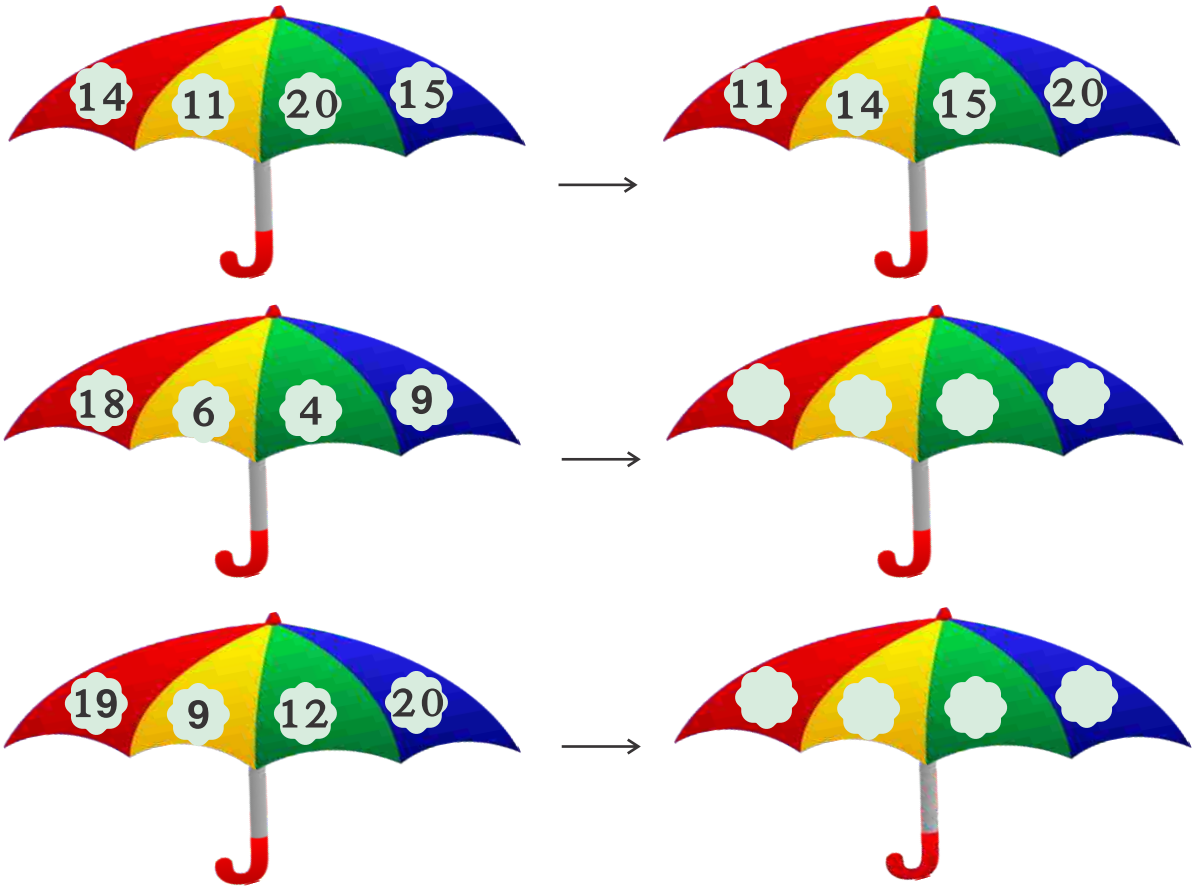
To move towards smaller to greater number



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

Now you write these given numbers from smaller to greater.



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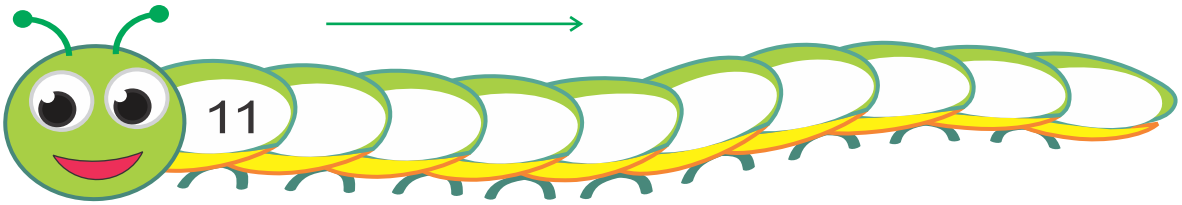
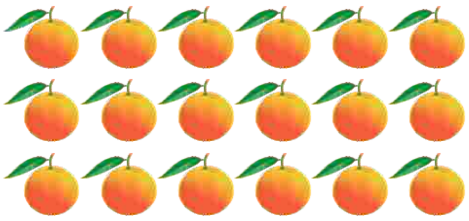
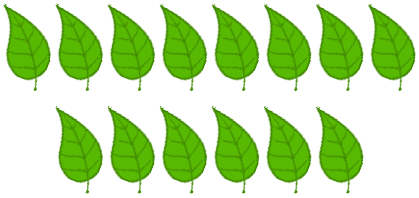
Worksheet

1. **Write forward counting 11 to 20 :**



2. **Count and Write :**





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

____ 10	11 ____	10 ____ 12
____ 12	15 ____	13 ____ 15
____ 18	19 ____	18 ____ 20

4. **Encircle the greatest number :**

11 12 15	18 14 17	10 13 16
13 10 8	11 9 8	14 17 9

5. **Encircle the smallest number :**

15 12 10	11 14 15	9 8 16
17 14 16	18 11 19	7 15 5

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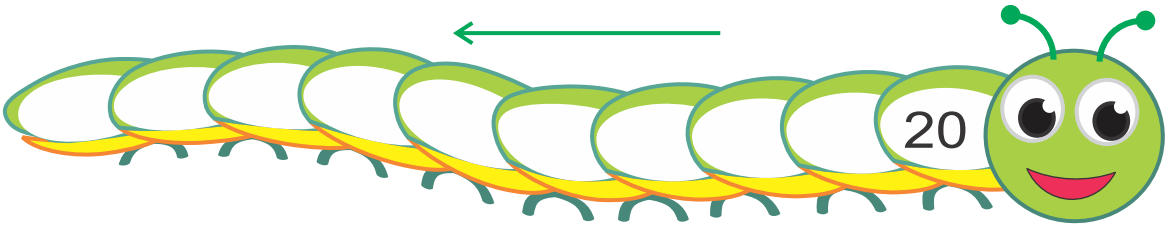
6. Write backward counting :



7. Draw your favourite objects according to the given number below :

12	
16	

8. Write from smaller to greater number :

12 9 13 17 ⟶

18 6 15 9 ⟶

9. Write dodging counting :

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Activity

Jorh-Torh of 10 with fingers

How many fingers are there of my both hands.

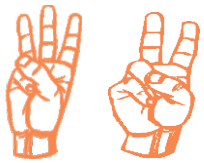
Now how many fingers of my both hands are raised and folded.

6 raised

4 folded

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

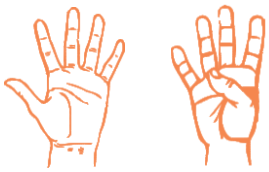
Raised ☐ Folded ☐



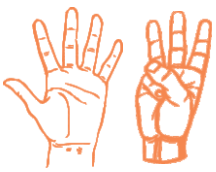
Raised ☐ Folded ☐

Raised ☐ Folded ☐

Raised ☐ Folded ☐



Raised ☐ Folded ☐



Raised ☐ Folded ☐

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

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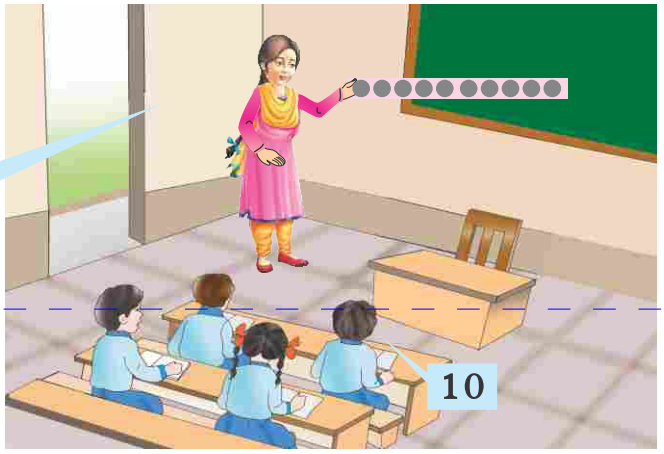
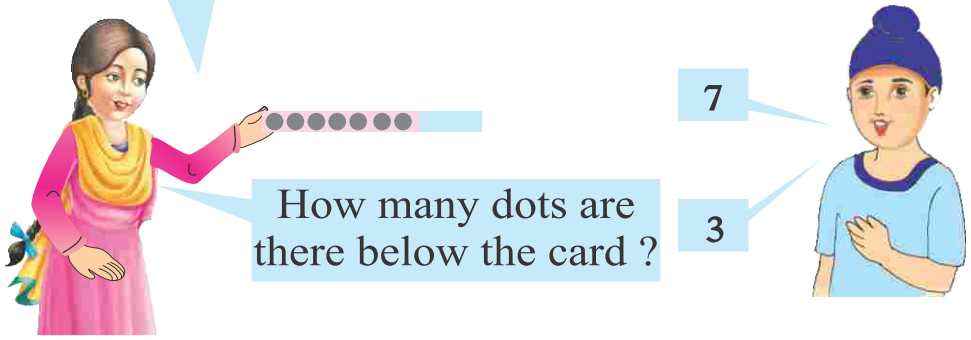
Activity

Understanding of 10 with sliding card





Let's do

	Below the card	Outside the card
●●●●●		
●●●		
●●●●●●●●		
●●●●●●		

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

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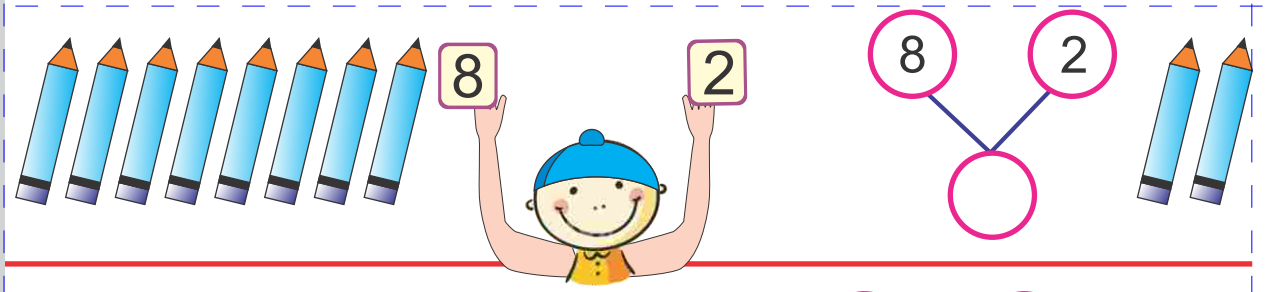
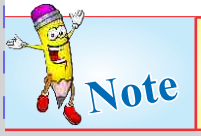
Practical activity

Jorh-Torh of 10 with solid objects :





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

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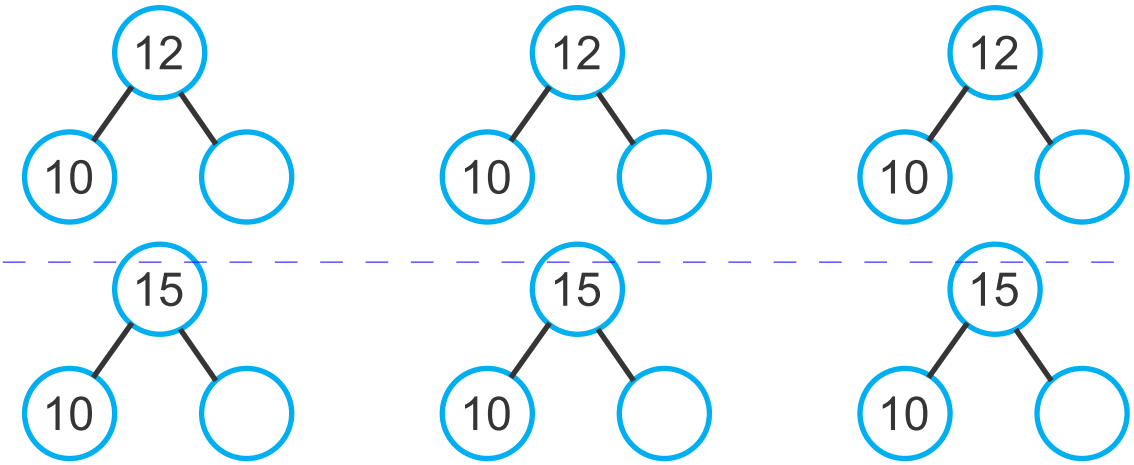
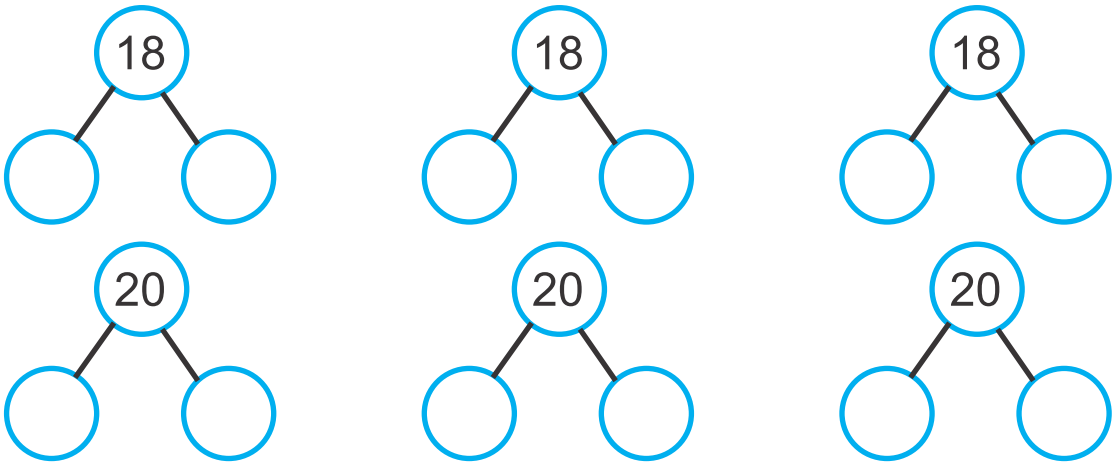
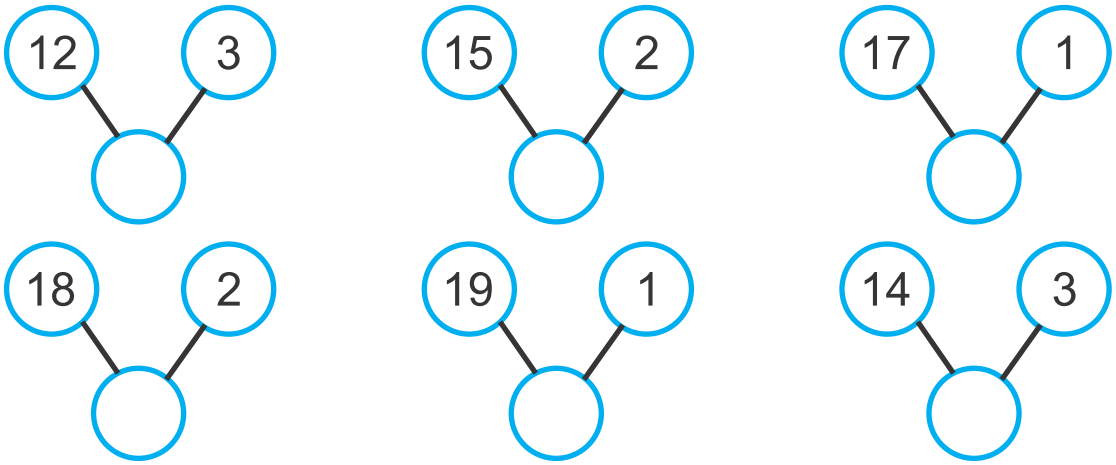
Jorh-Torh of numbers







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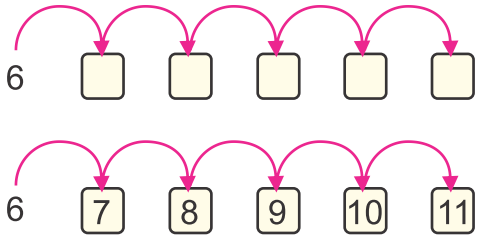
Let's learn

Addition on number strip

Addition on number strip by moving forward

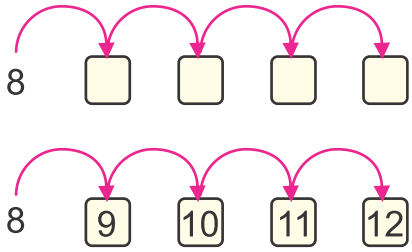
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

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



6 + 5 = 11

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



8 + 4 = ☐

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

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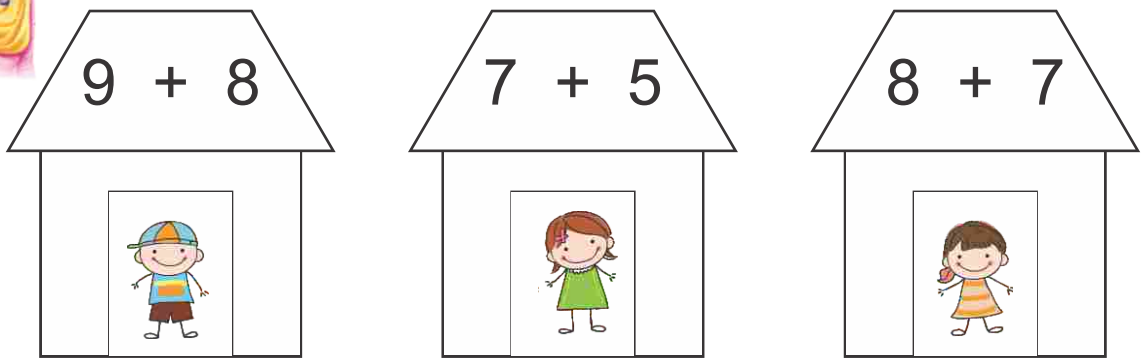
Supreet has 7 pencils. His mother gave him 5 more pencils. How many total pencils he has now ?

6 + 6 =

9 + 3 =

In our daily life

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



Peter Tanisha Anmol

_____ has house number 12, fill it with blue colour.

_____ has house number 15, fill it with red colour.

_____ has house number 17, fill it with green colour.

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Add with the help of number strip

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

9 + 8 =

	9
+	8
1	7

9 + 8 = 17

7 + 8 =

7 + 8 = ☐

6 + 4 =

6 + 4 = ☐

8 + 8 =

8 + 8 = ☐

7 + 6 =

7 + 6 = ☐

9 + 4 =

9 + 4 = ☐

9 + 5 =

9 + 5 = ☐

6 + 6 =

6 + 6 = ☐

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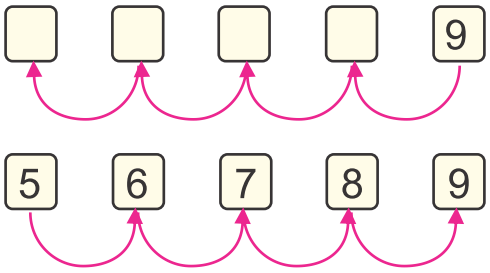
Let's learn

Subtract by moving backward

Subtract with the help of number strip by moving backward.

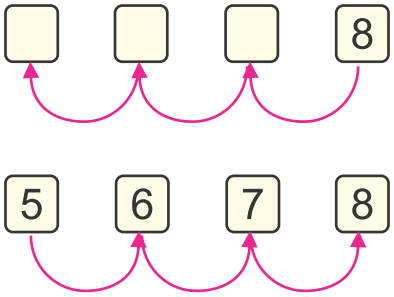
0	1	2	3	4	5	6	7	8	9

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



9 – 4 = 5

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



8 – 3 = 5

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

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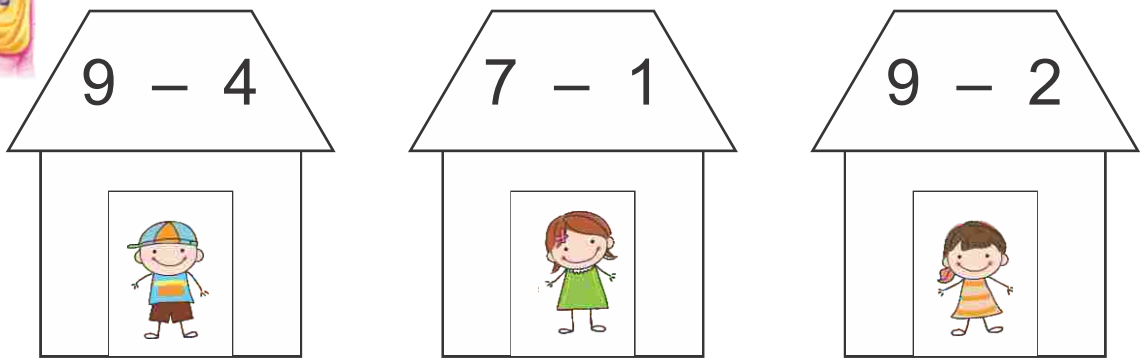
Supreet had 7 balloons. He left 3 balloons in air. How many balloons are left with him ?

9 – 6 =

8 – 3 =

In our daily life

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



Peter Tanisha Anmol

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

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

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

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Subtract with the help of number strip

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

9 – 8 =

	9
—	8

9 – 8 = ☐

6 – 4 =

	6
—	4

6 – 4 = ☐

7 – 5 =

	7
—	5

7 – 5 = ☐

8 – 6 =

	8
—	6

8 – 6 = ☐

5 – 2 =

	5
—	2

5 – 2 = ☐

7 – 6 =

	7
—	6

7 – 6 = ☐

8 – 4 =

	8
—	4

8 – 4 = ☐

9 – 5 =

	9
—	5

9 – 5 = ☐

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Statement sums

Solve with the help of number strip.

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

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

Rosy had 9 pencils. She lost 3 pencils. How many pencils she has now ?

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

There are 5 members in Anmol's family. Two guests joins their family. How many members they have in their family now ?

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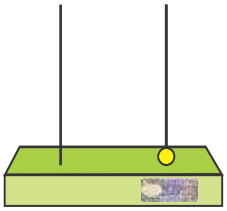
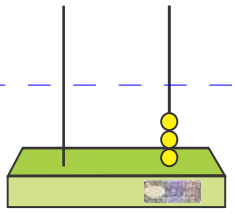
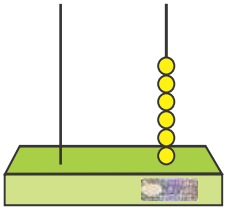
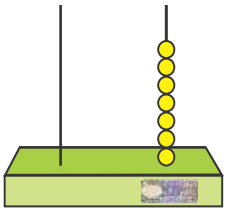
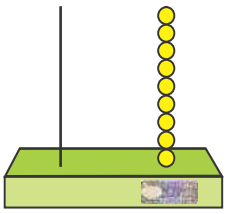
Let's learn

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

		1
		3
		6
		8
		9

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

10

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

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

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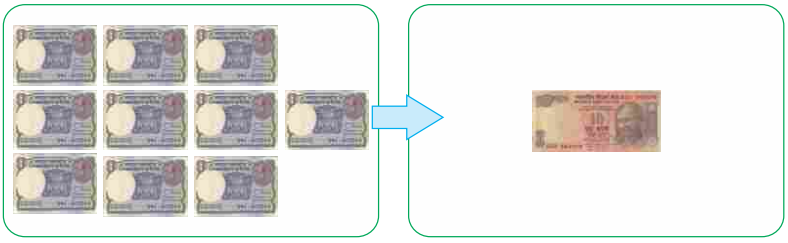
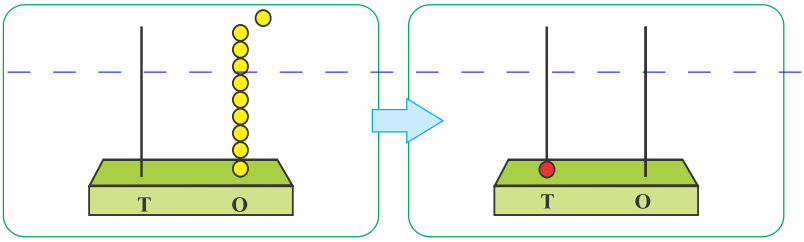
Let's learn

Club the objects in the groups of 10



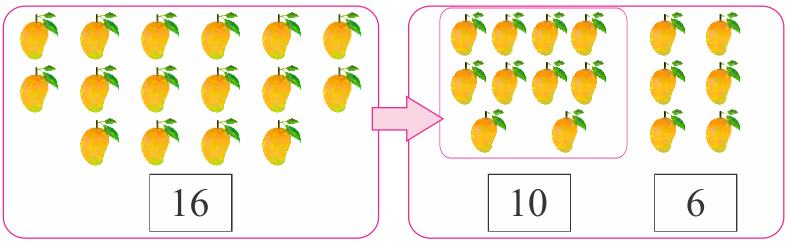
Tens	Ones
1	0



Tens	Ones
1	0

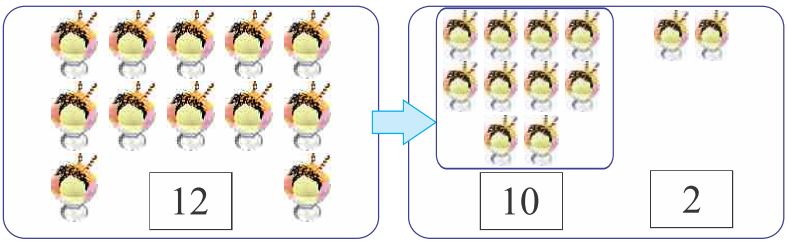
10 Ones = 1 Tens

To make groups of ones, tens



Tens	Ones
1	0

10 and 6 = 16



Tens	Ones
1	2

10 and 2 = 12

Note

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

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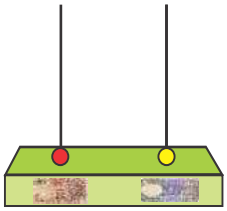
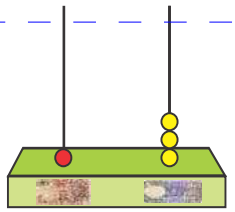
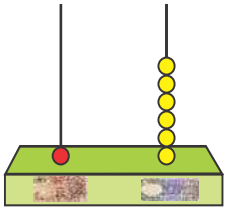
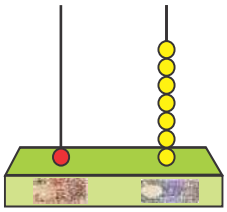
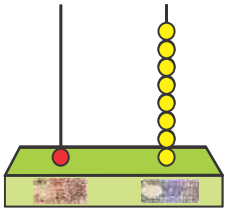
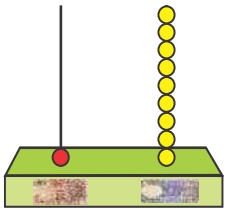
Let's learn

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

		10 1 11	
		10 3 13	
		10 6 16	
		10 7 17	
		10 8 18	
		10 9 19	

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

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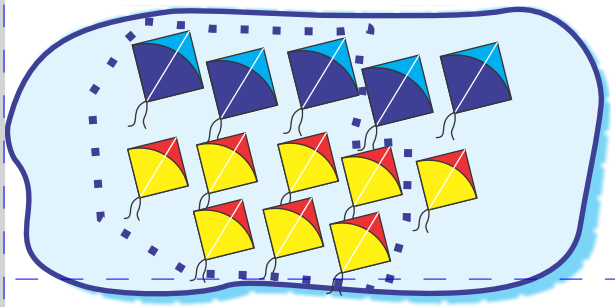
Let's learn

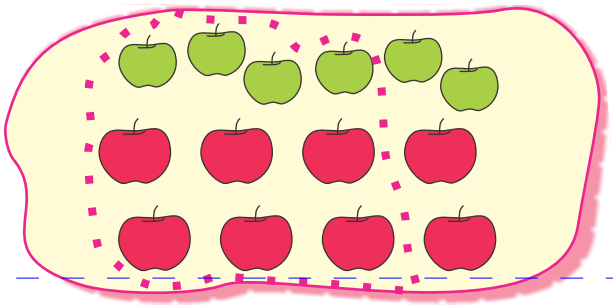
Making groups of 10 and add

5 + 8 =



10 + 3 = 13

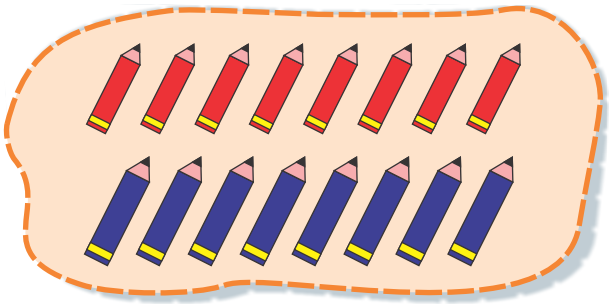
6 + 8 =



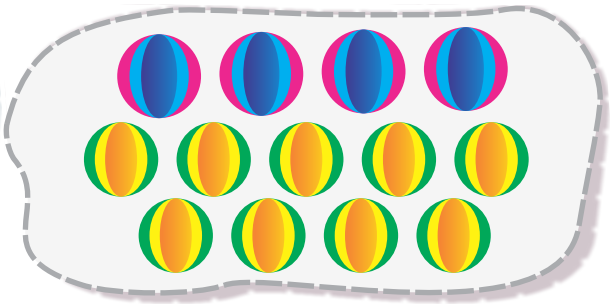
10 + 4 = 14

Let's do

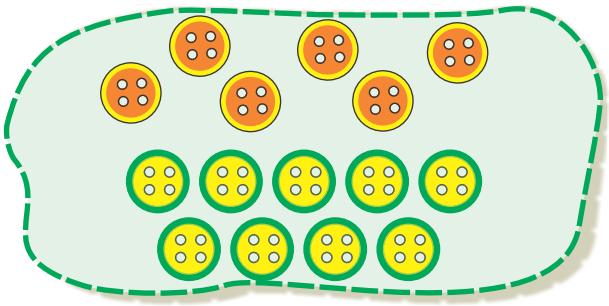
8 + 8 = ☐



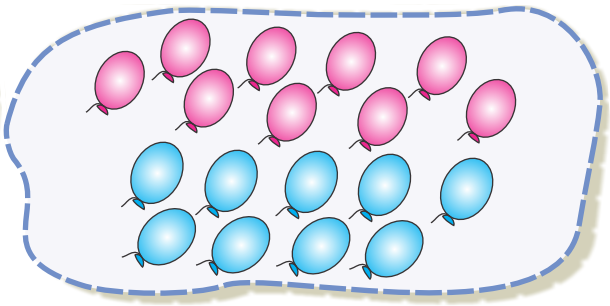
4 + 9 = ☐



6 + 9 = ☐



9 + 9 = ☐



Note

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

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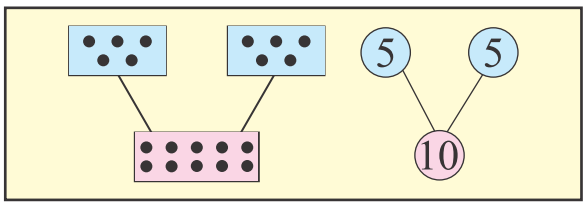
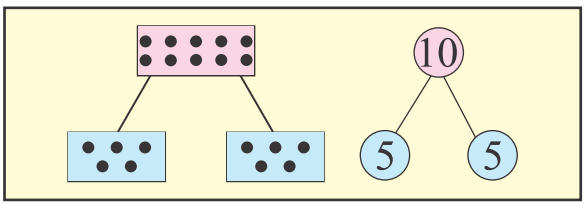
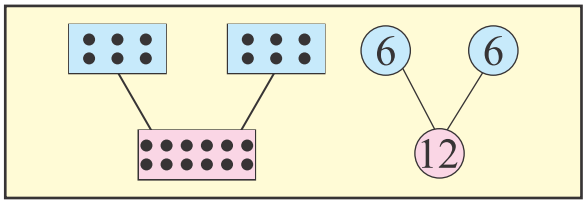
Let's Learn

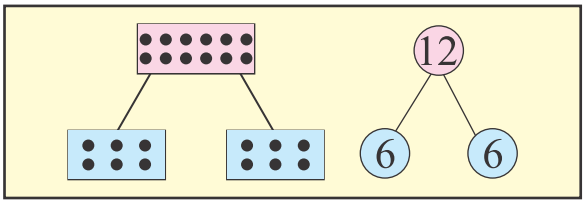
As many eaten by Aman,
same will be eaten by Raman.
tell how many will be
taken by Daman.

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

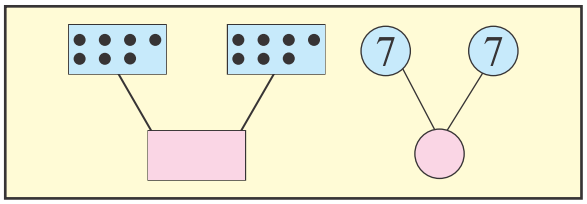


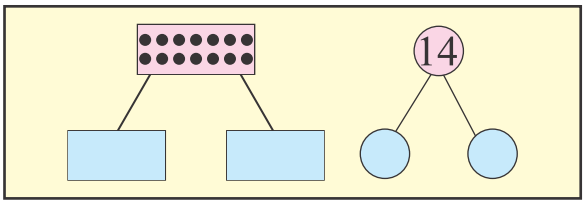


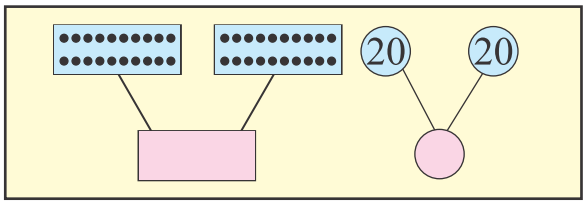


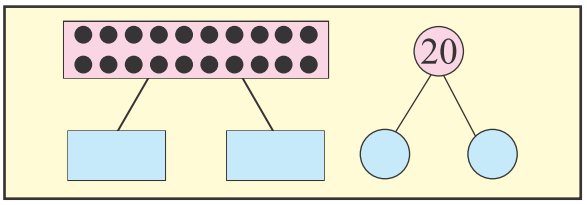


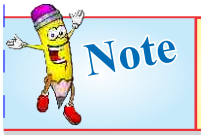
Let's do











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

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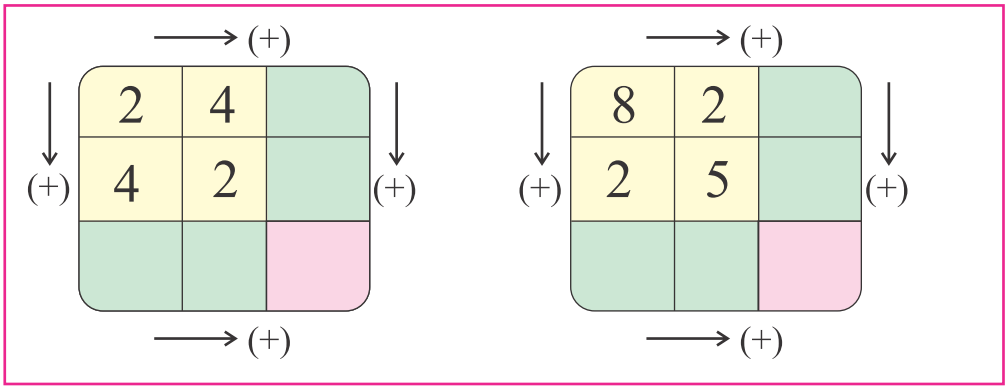
Mental Exercise



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Worksheet

1. Write the number made by adding maan cards.

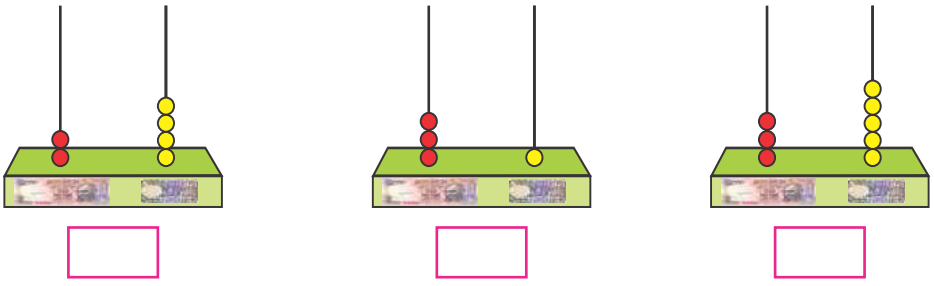
10 + 4 = ☐

10 + 7 = ☐

2. Add-subtract as given below.

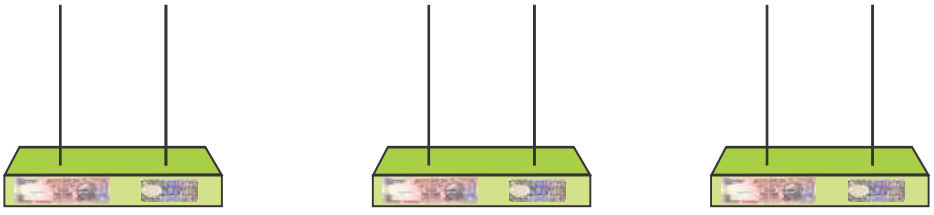
9 + 4 = ☐	8 − 2 = ☐
5 + 3 = ☐	8 − 4 = ☐
8 + 0 = ☐	7 − 0 = ☐

3. Write the number by counting beads in abacus.



☐ ☐ ☐

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



10 14 19

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Things to Remember

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

We have learnt

Counting upto 20

- Count, read and write forward and backward counting in words upto 20.
- To make groups of ones and tens of a number orally.
- Addition-subtraction of 1-digits numbers orally and with number strip
- Before, After and in between the numbers
- Comparison of numbers

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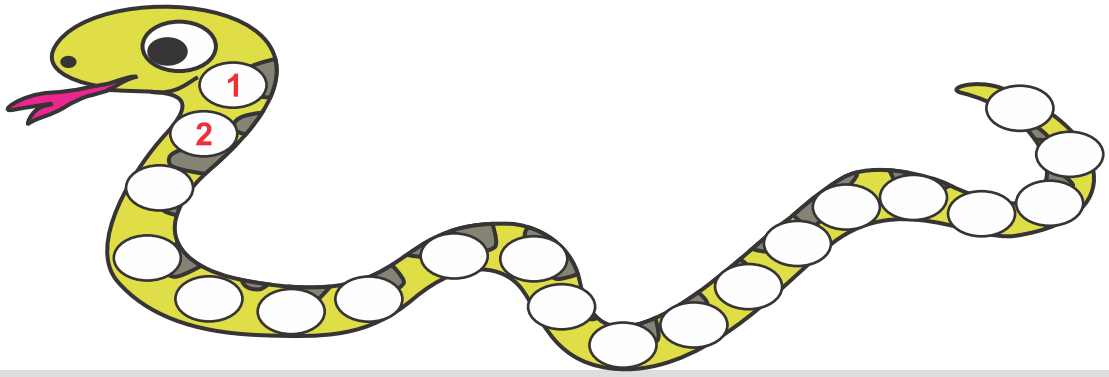
3 Numbers 21 to 99

Objectives

- To make understanding of counting 21 to 99.
- Understanding of the counting 21 to 99 with currency notes, abacus and maan card.
- Speak, read, write, forward and backward counting in serial order.
- Understanding of before, after and in between.
- Understanding of comparison of numbers.
- To collect the objects in groups of ones and tens.
- To add two numbers of 1 digit orally.

Do you remember ?

a. Write counting



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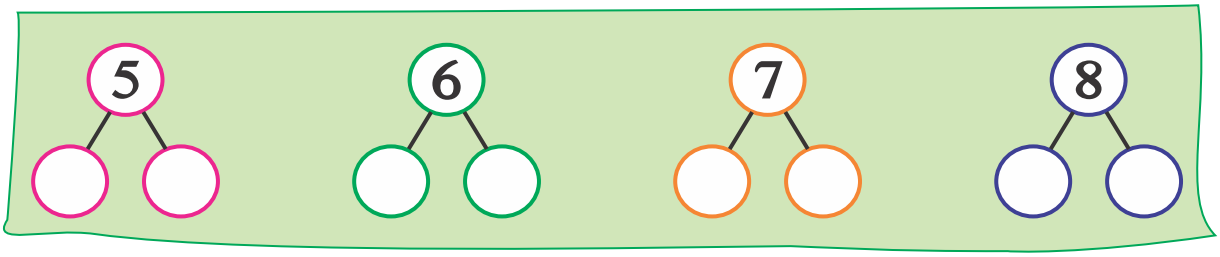
b. Write just before, just after and in between of the numbers :

.....17 19	15..... 12.....	14.....16 17.....19

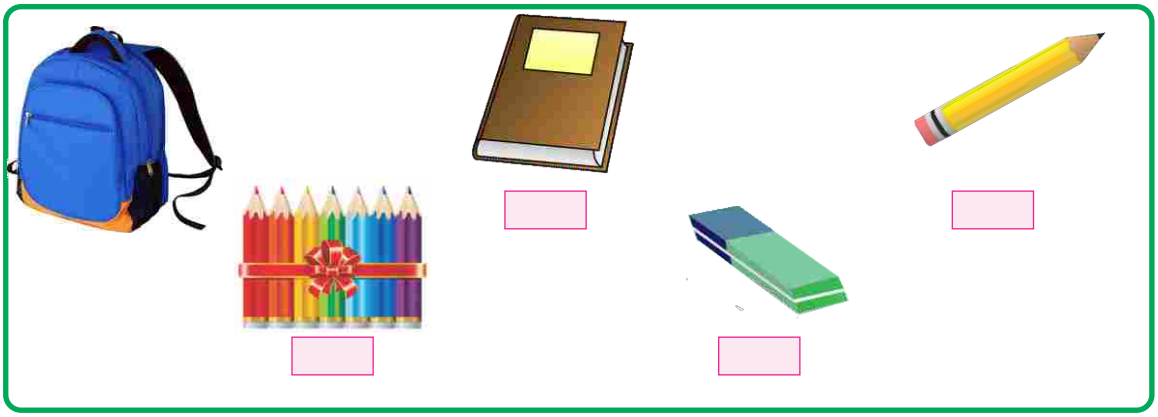
c. Do as given below :

Encircle the smaller number		Encircle the larger number	
4	19	9	7
12	20	16	12
17	8	7	18

d. Fill in the blanks :



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



f. Write dodging counting :

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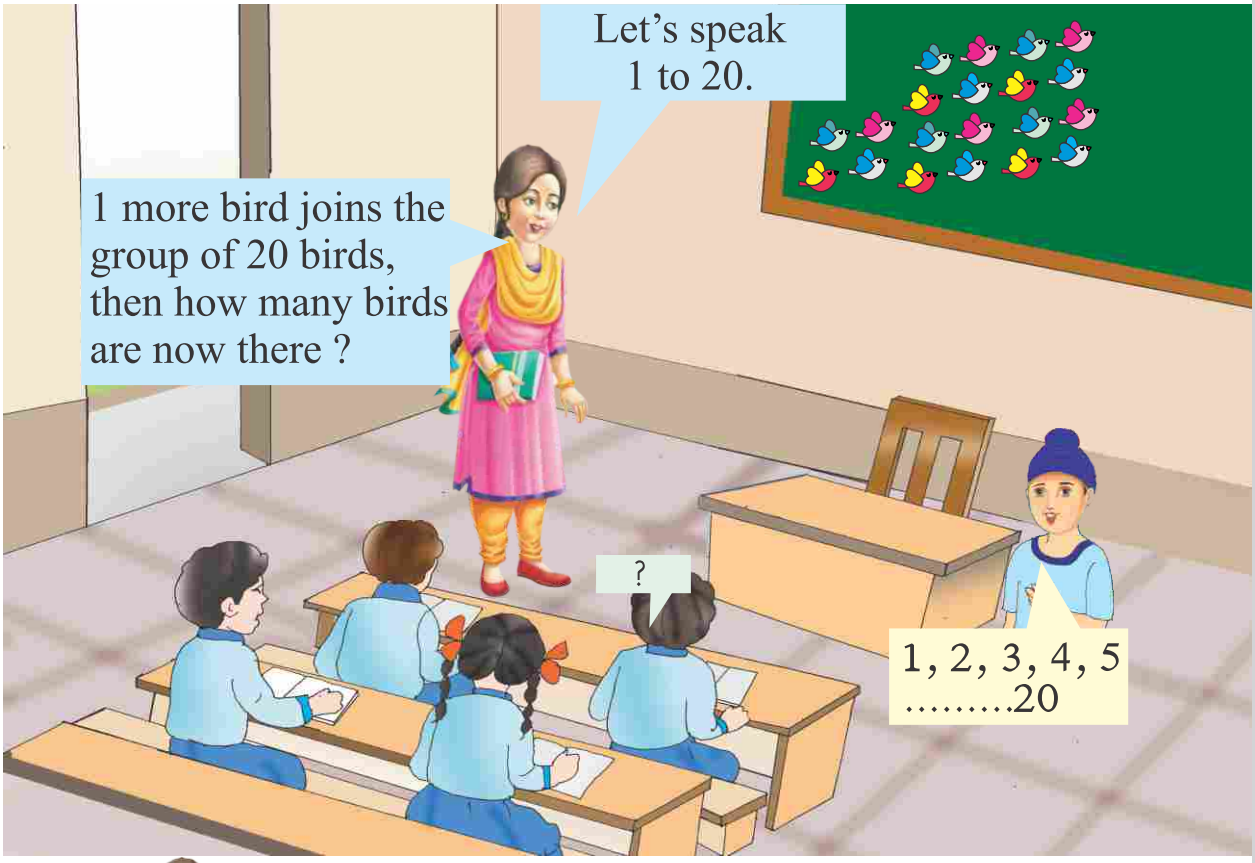
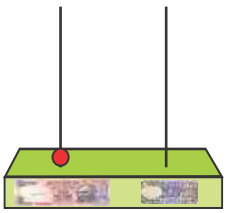
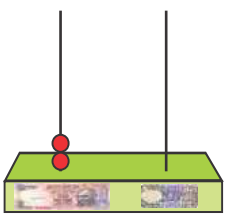
Let's learn

Counting 20 to 29



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

Currency notes	Abacus	Maan card
		10
		20

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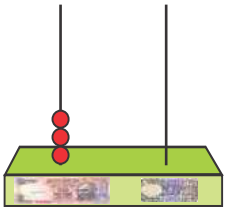
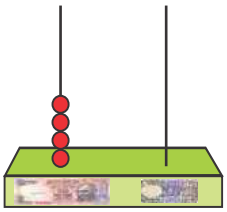
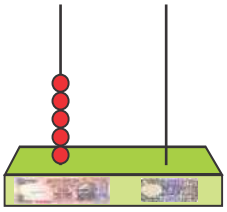
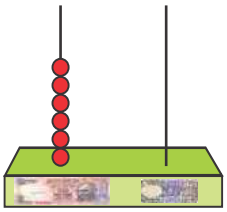
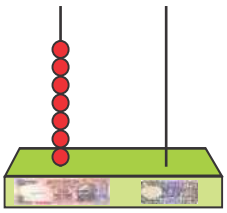
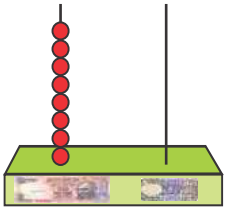
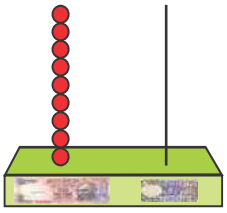
		30
		40
		50
		60
		70
		80
		90

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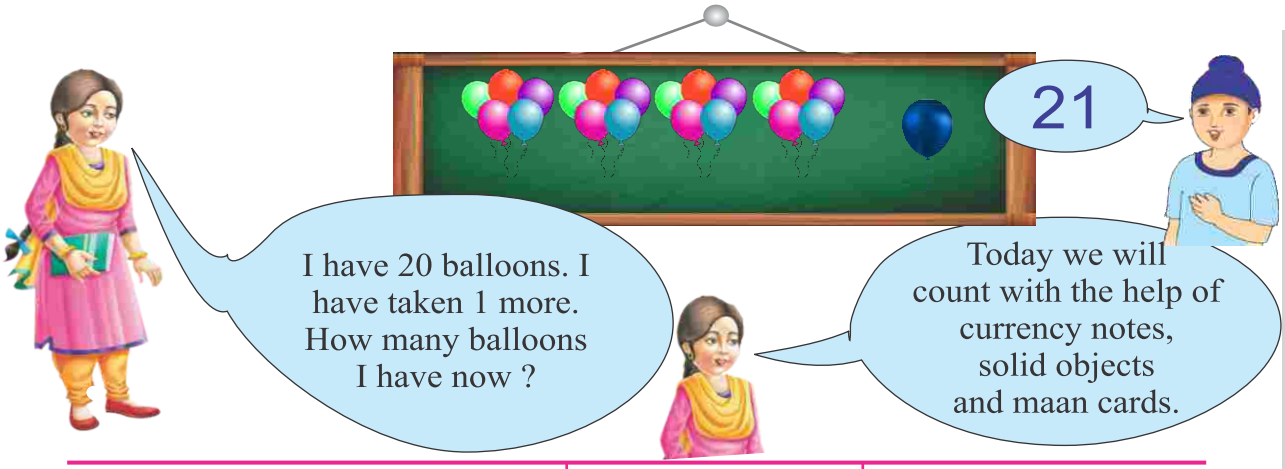

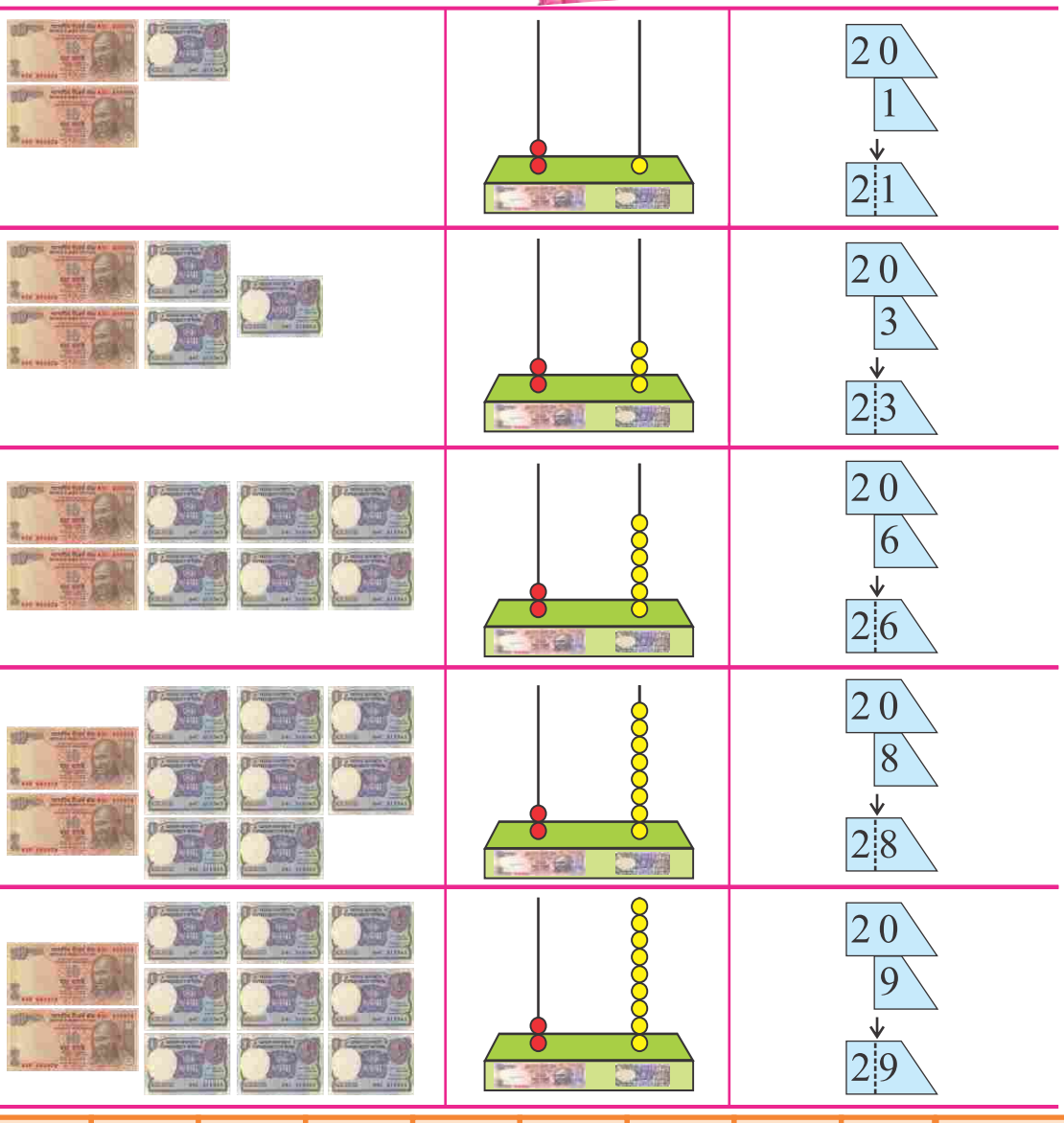

20	21	22	23	24	25	26	27	28	29
Twenty	Twenty One	Twenty Two	Twenty Three	Twenty four	Twenty Five	Twenty Six	Twenty Seven	Twenty Eight	Twenty Nine

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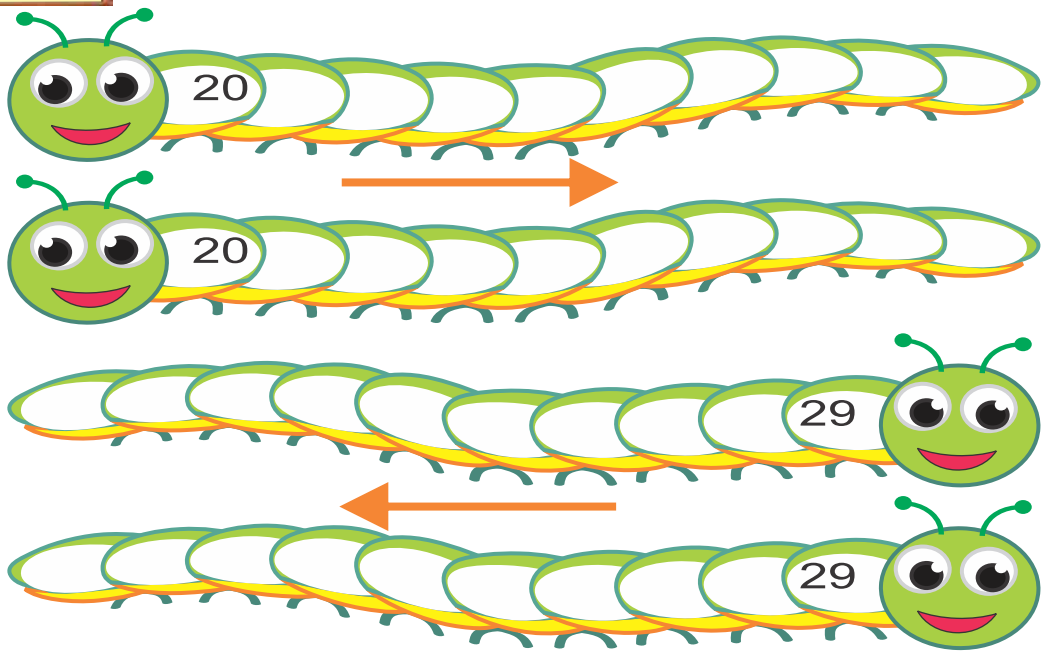
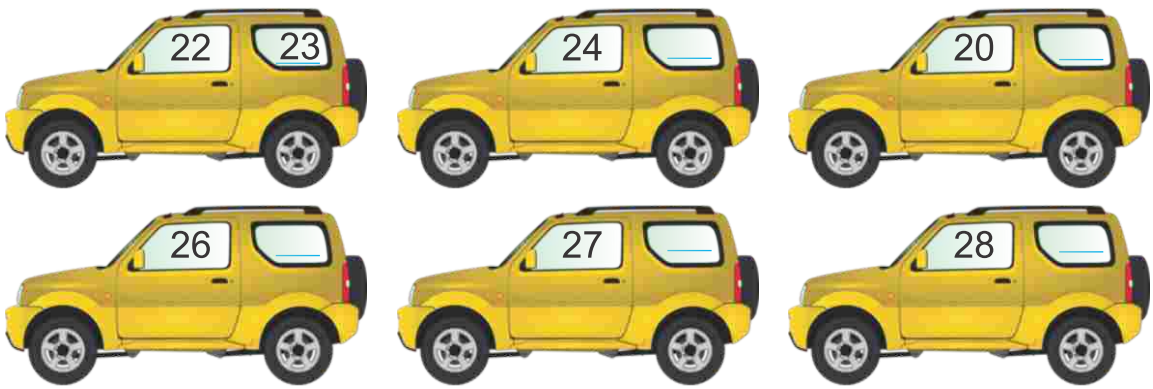


Write just before of the given numbers :

Write just after of the given numbers :



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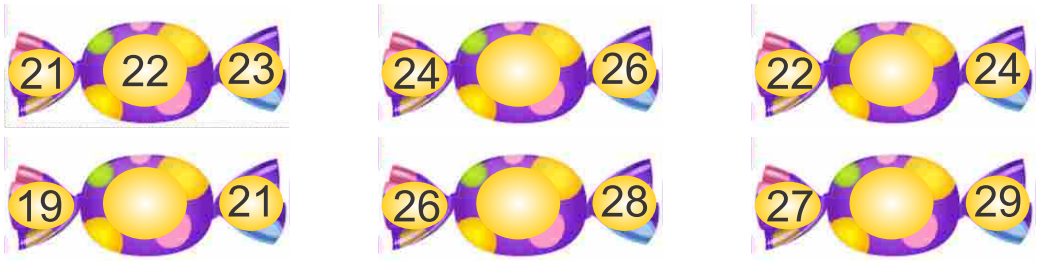
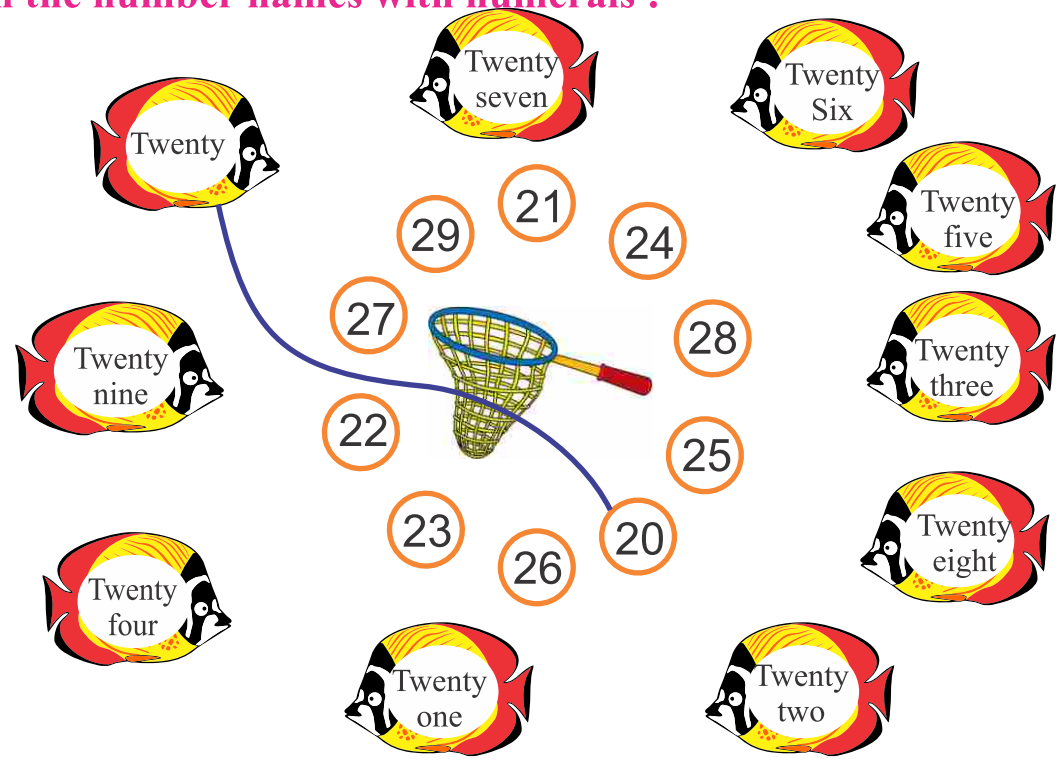
Write the number in between :



Encircle the greater number :

Encircle the smaller number :

Match the number names with numerals :



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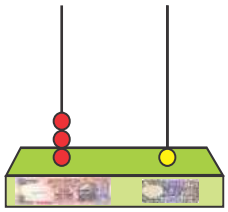
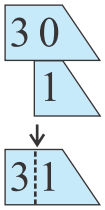
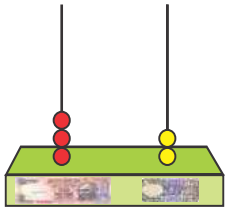
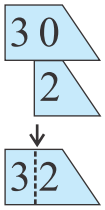
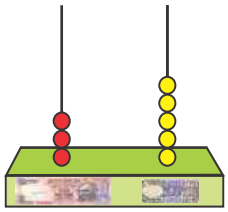
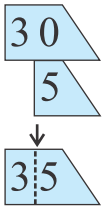
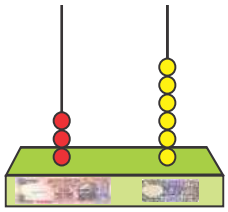
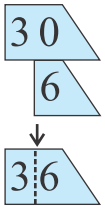
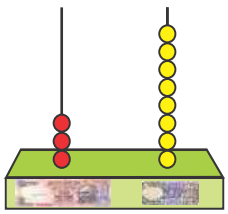
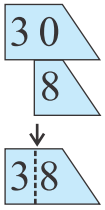
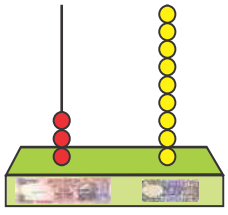
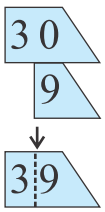
Counting 30 to 39

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

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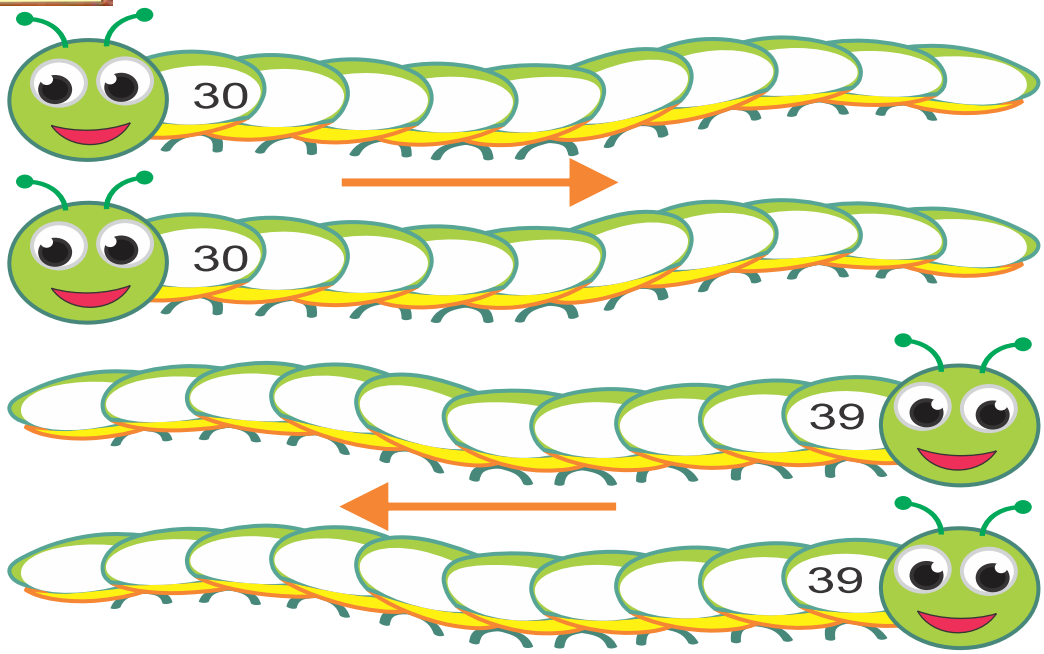
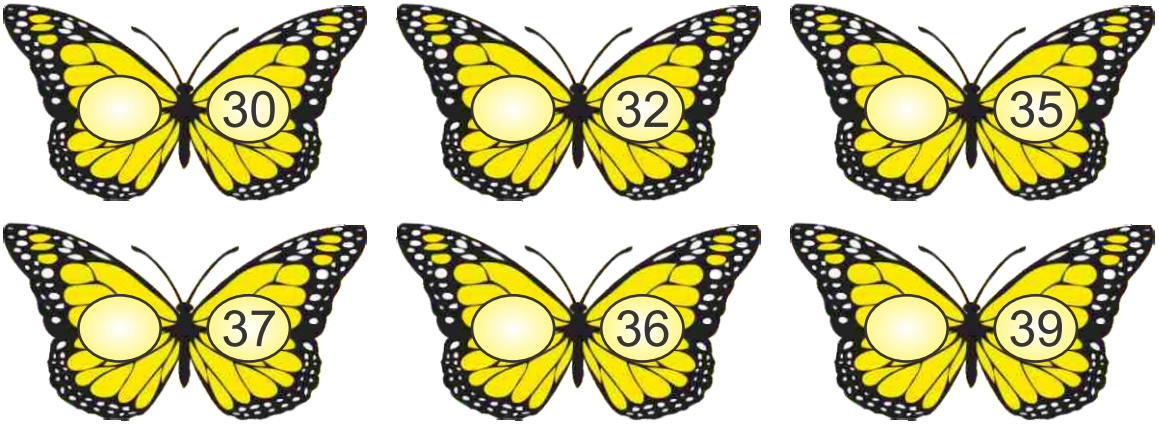
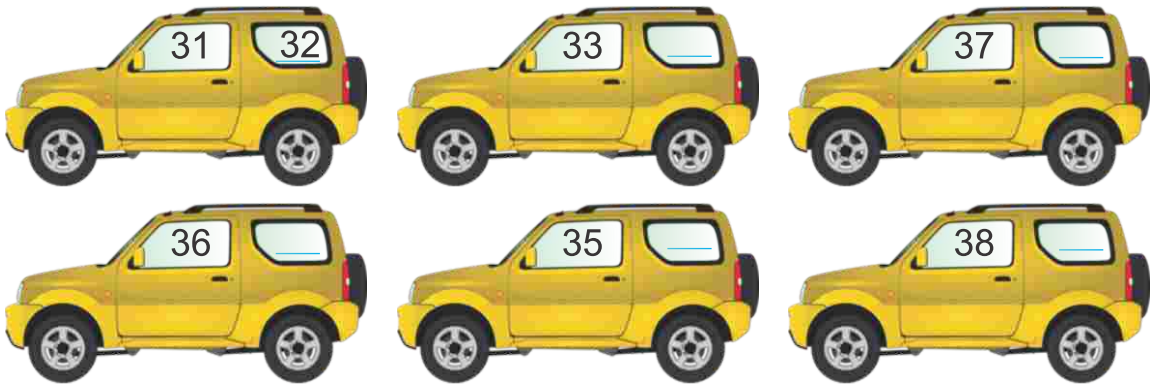


Write just before of the given number :



Write just after of the given number :



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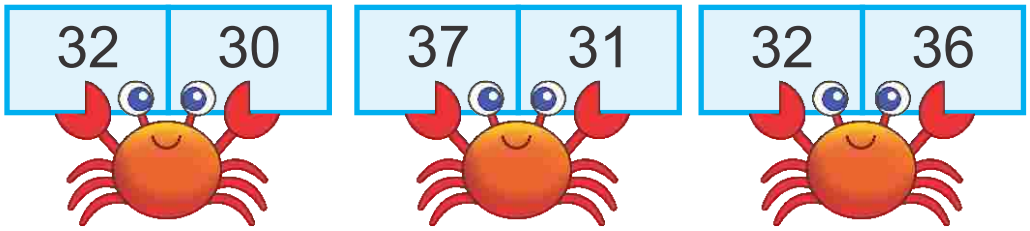
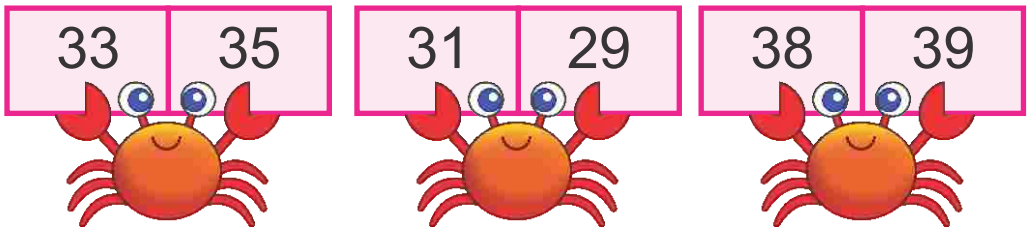
Write the number in between :

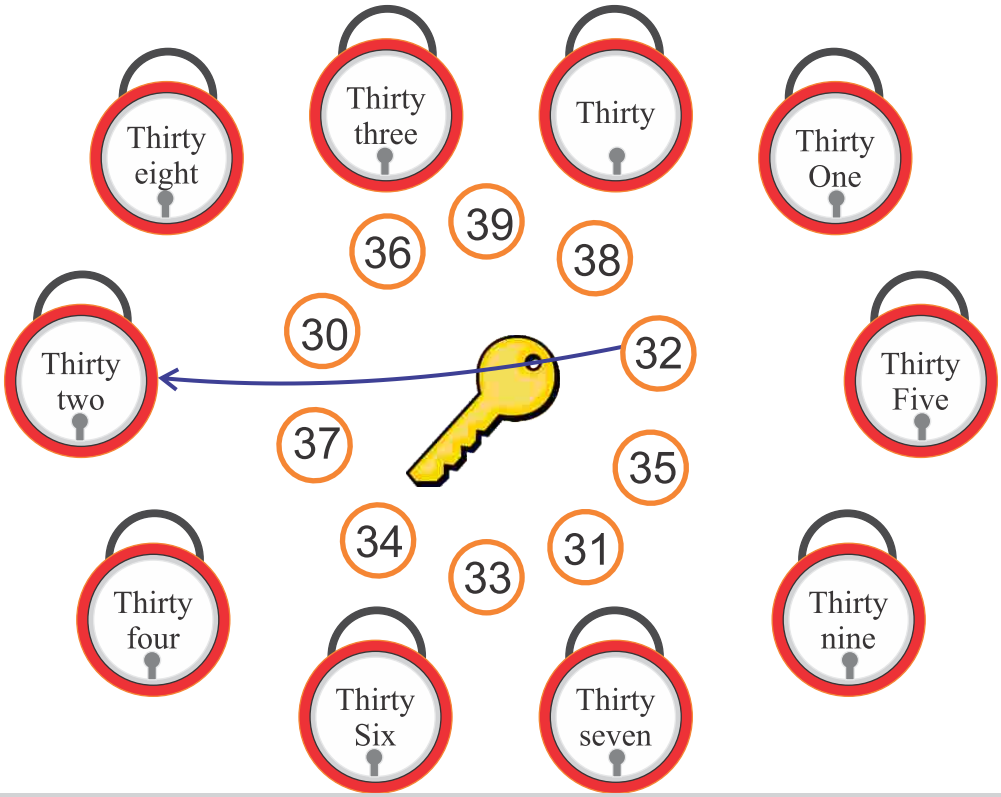
Encircle the greater number :



Encircle the smaller number :



Match the number names with numerals :



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Let's play

Magical Game

Objective : To recognize the number.
Material required : Chart and a marker.
Method : 1. Prepare a play chart as shown below :

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

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

Note

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

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

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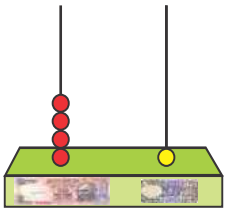
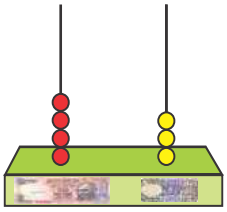
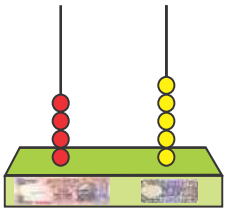
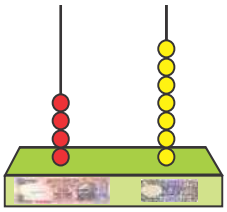
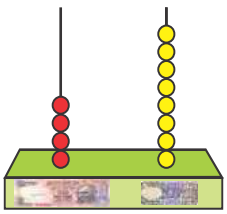
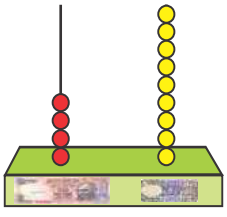
Let's learn

Counting 40-49

		40 1 41
		40 3 43
		40 5 45
		40 7 47
		40 8 48
		40 9 49

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

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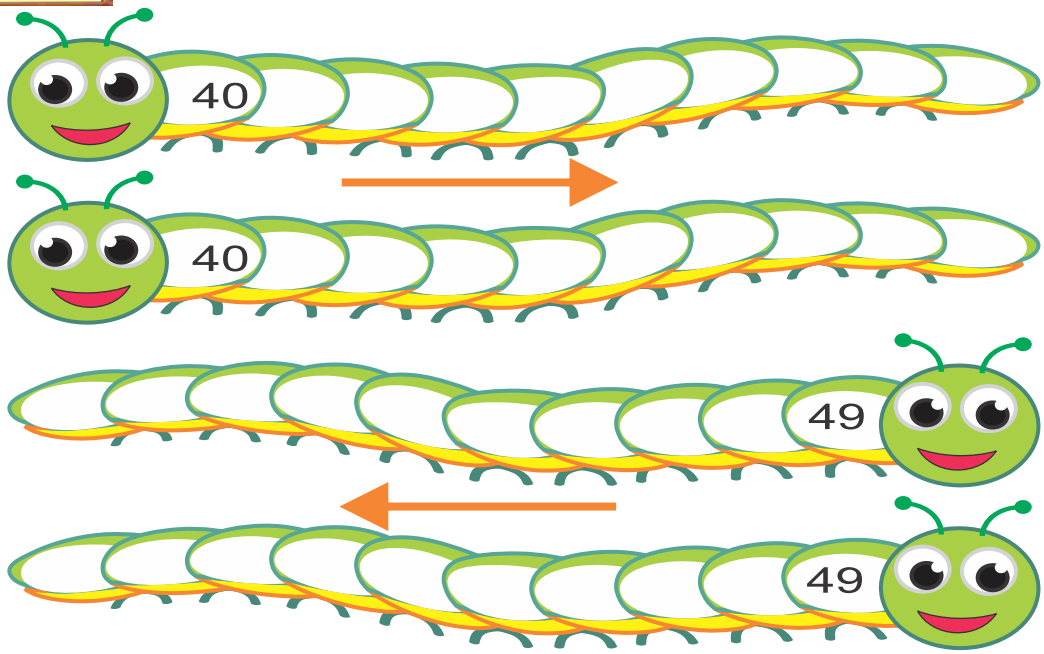
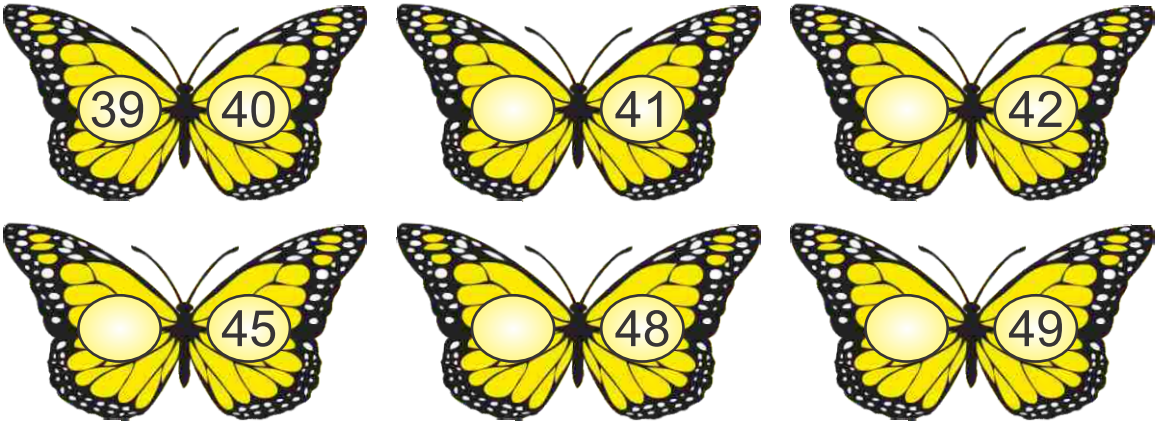
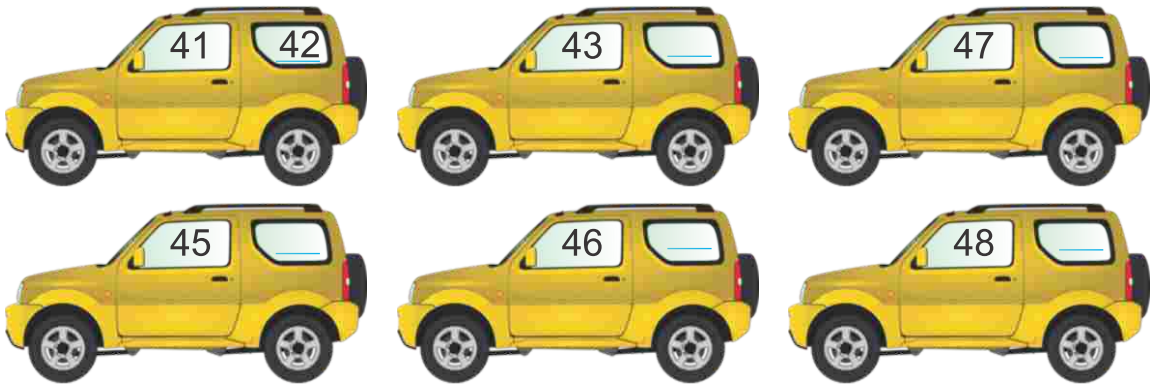


Write just before of the given number :



Write just after of the given number :



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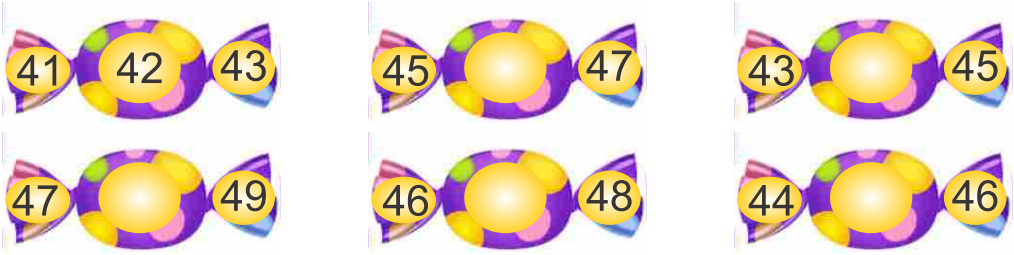
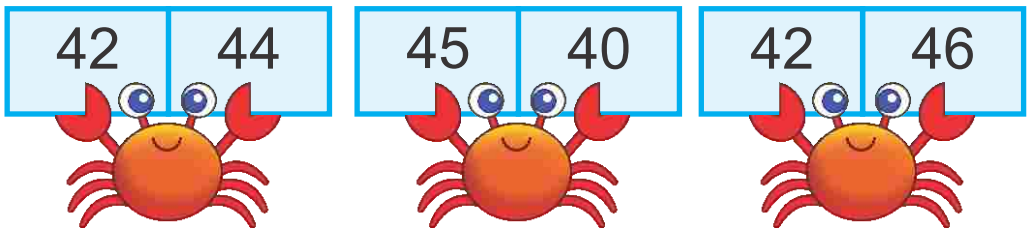
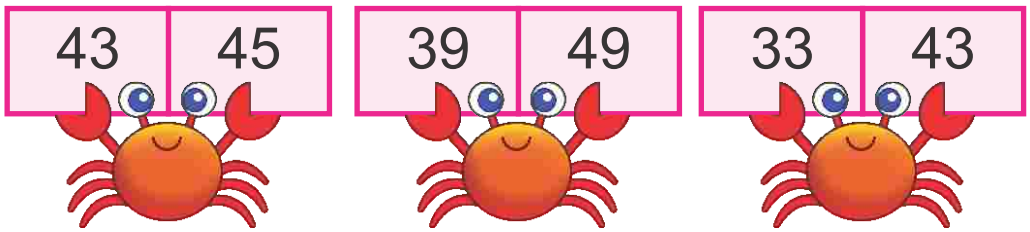
Write the number in between :



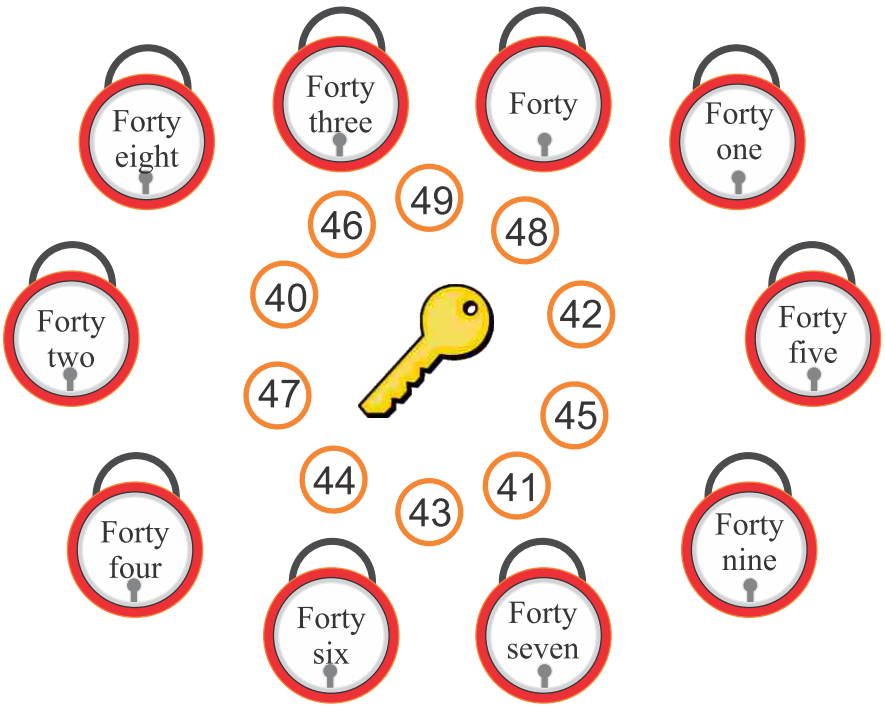
Encircle the greater number :



Encircle the smaller number.



Match the number names with numerals :



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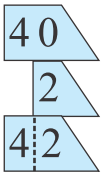
Practical activity

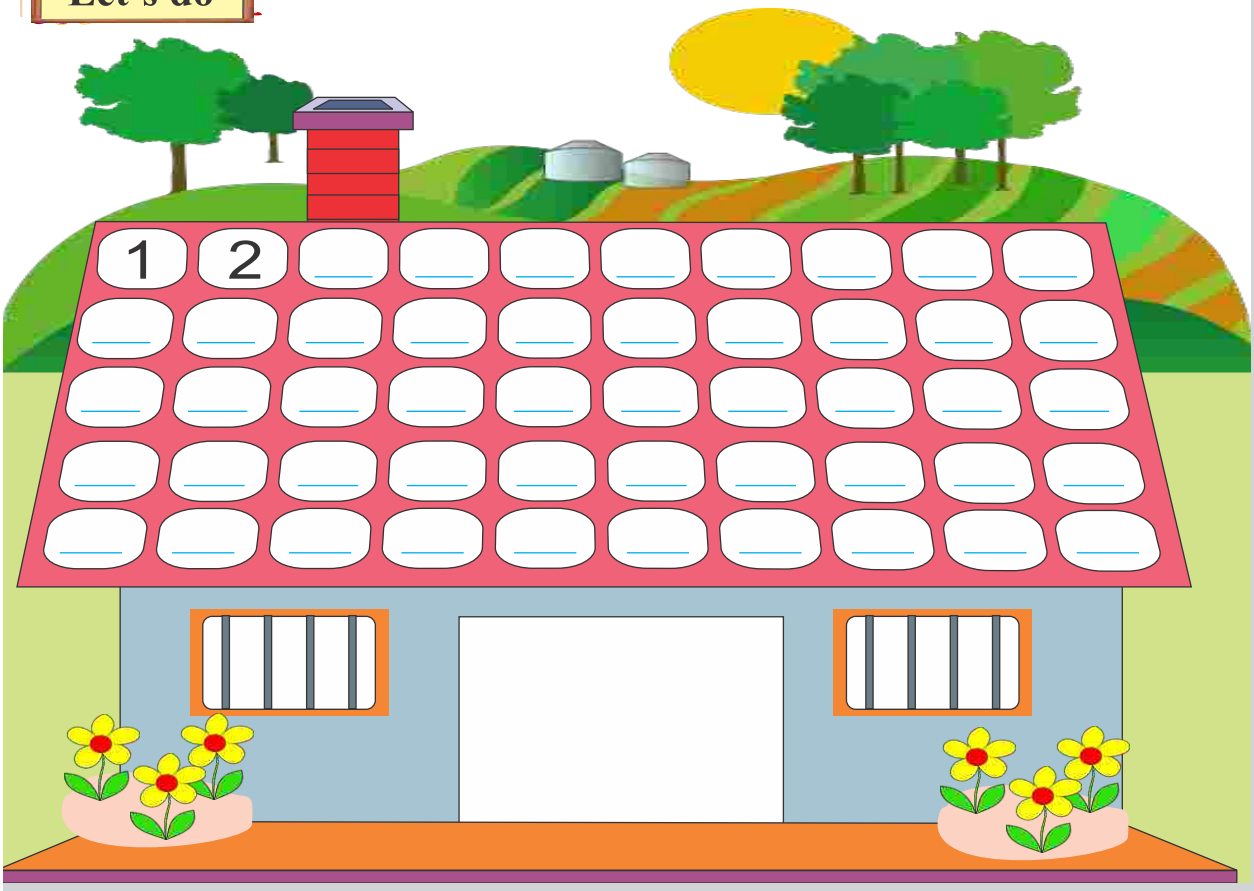
Objective : Recognition and formation of the number.
Material required : Maan cards 1 to 9 and 10, 20, 30, 40, 50
Method :
1. Divide students into groups.
2. Speak out a number like 42.
3. Call a student from first group and ask to pick maan cards and make the number 42.

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



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

Write counting 1 to 50 :



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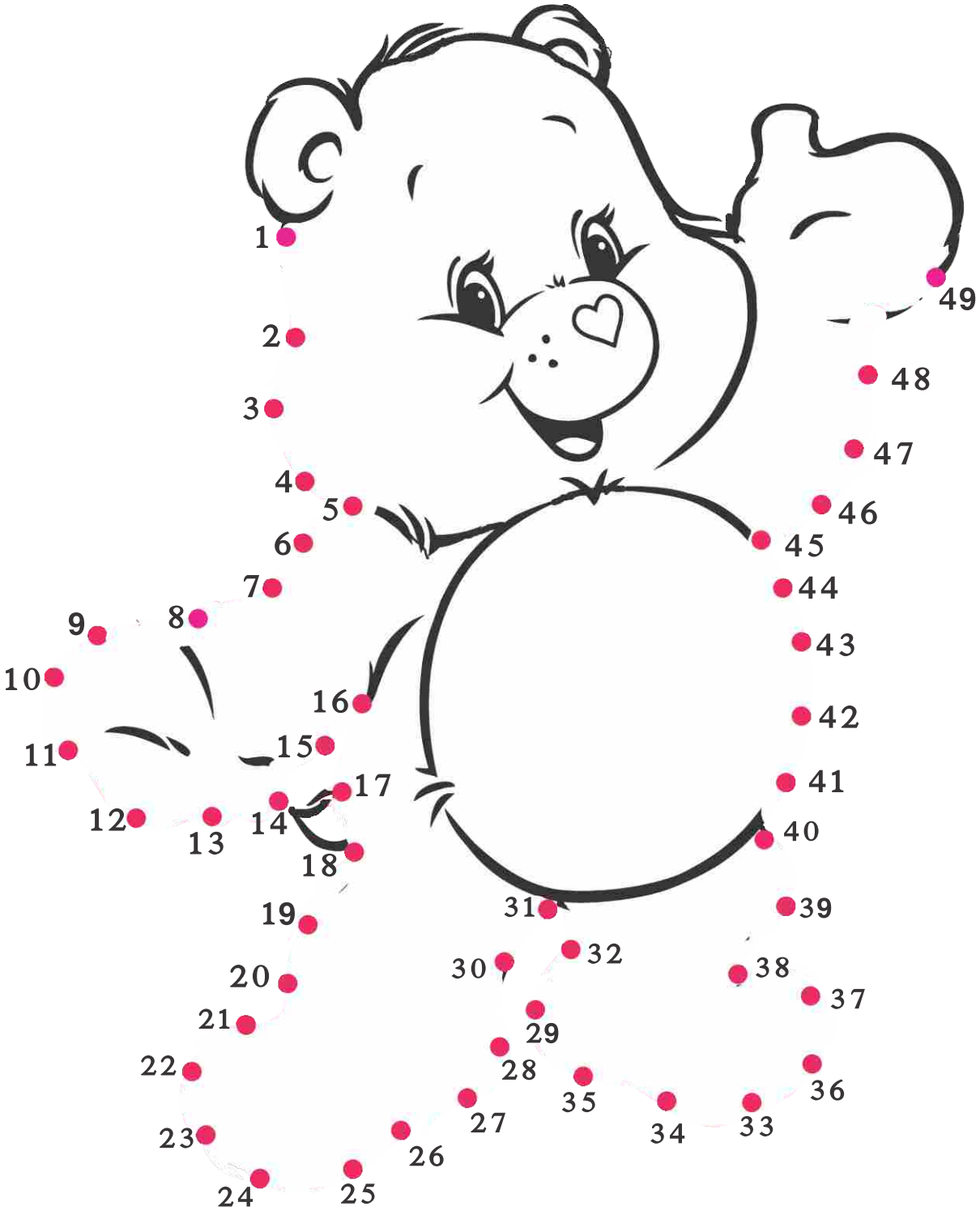
Join the dots from 1 to 50 and colour it.



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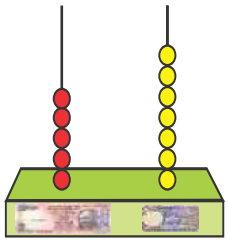
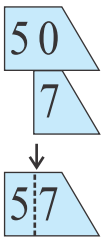
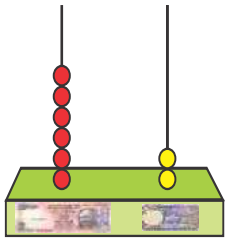
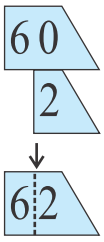
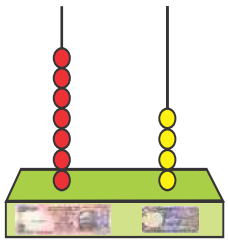
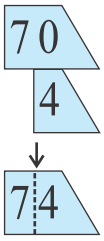
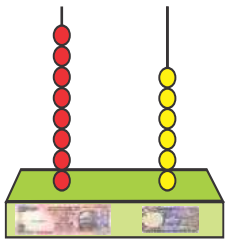
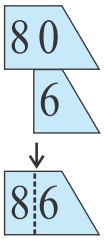
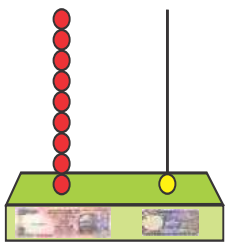
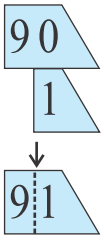
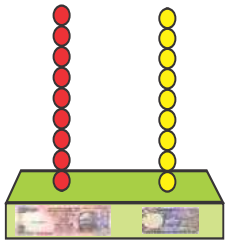
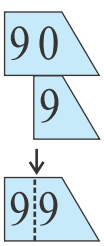
Let's learn

Counting 50 to 99

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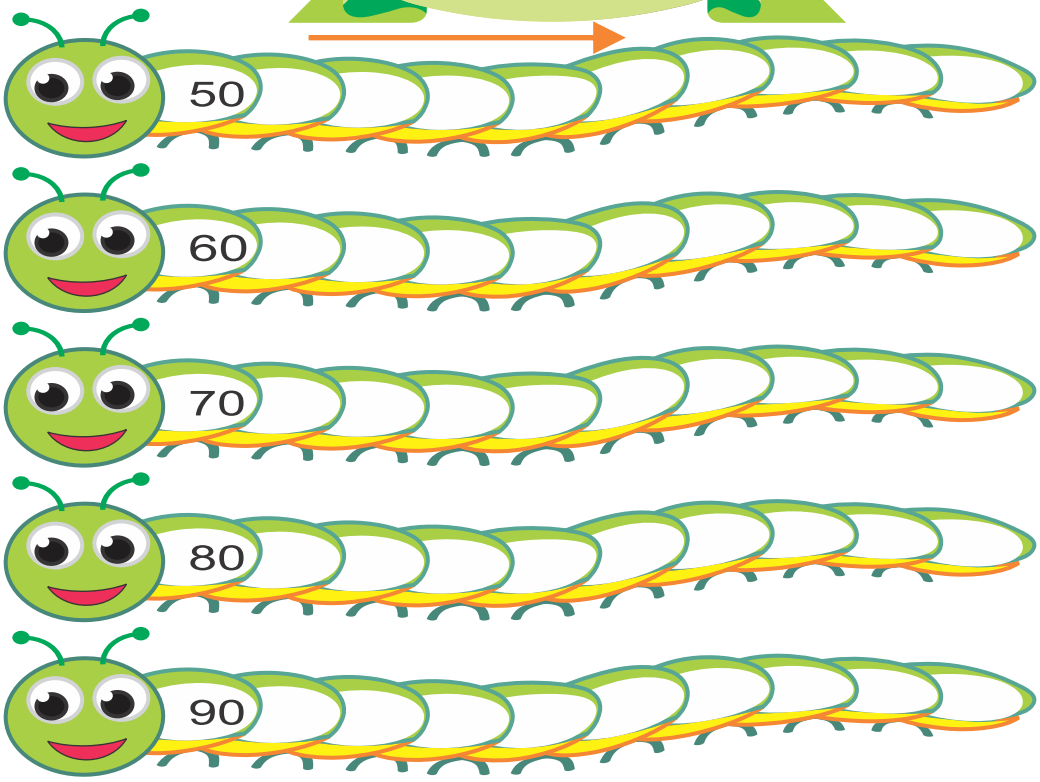
50	51	52	53	54	55	56	57	58	59
Fifty	Fifty one	Fifty two	Fifty three	Fifty four	Fifty five	Fifty six	Fifty seven	Fifty eight	Fifty nine
60	61	62	63	64	65	66	67	68	69
Sixty	Sixty one	Sixty two	Sixty three	Sixty four	Sixty five	Sixty six	Sixty seven	Sixty eight	Sixty nine
70	71	72	73	74	75	76	77	78	79
Seventy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

Write counting from 50 to 99



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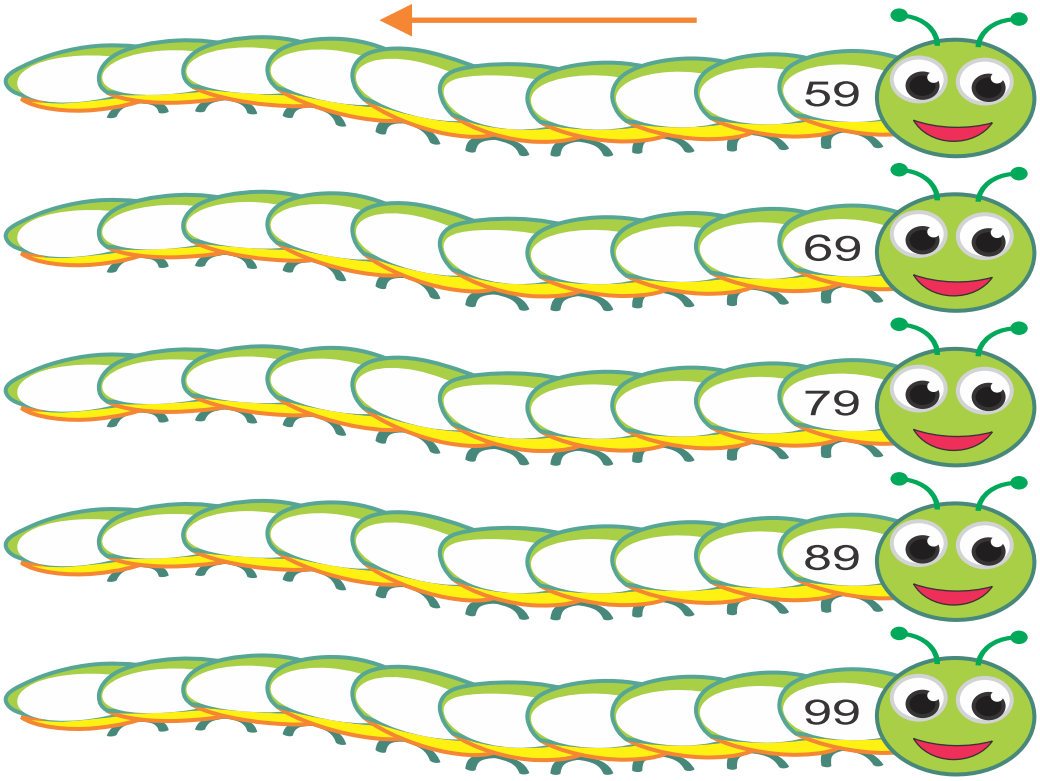
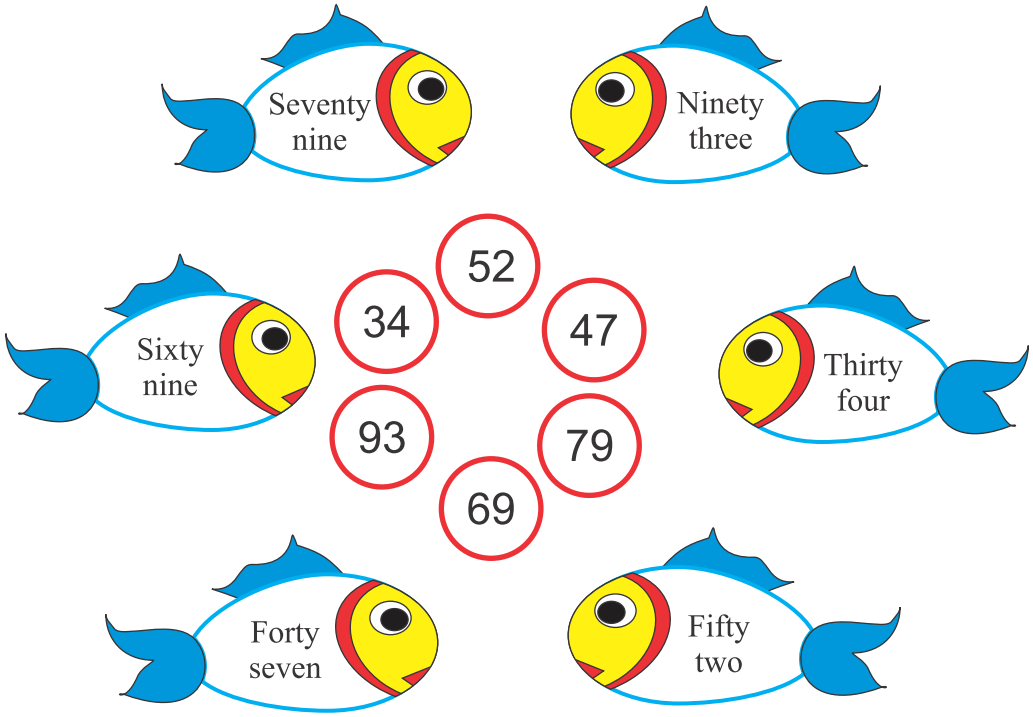
Write backward counting



Join the number names with numerals.



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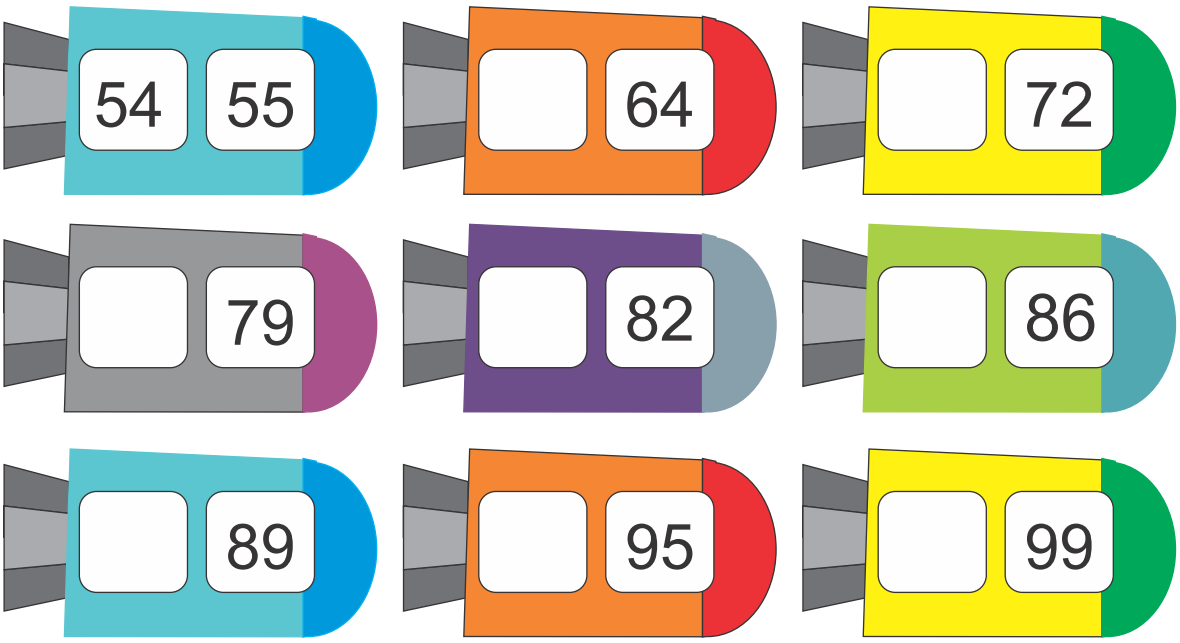
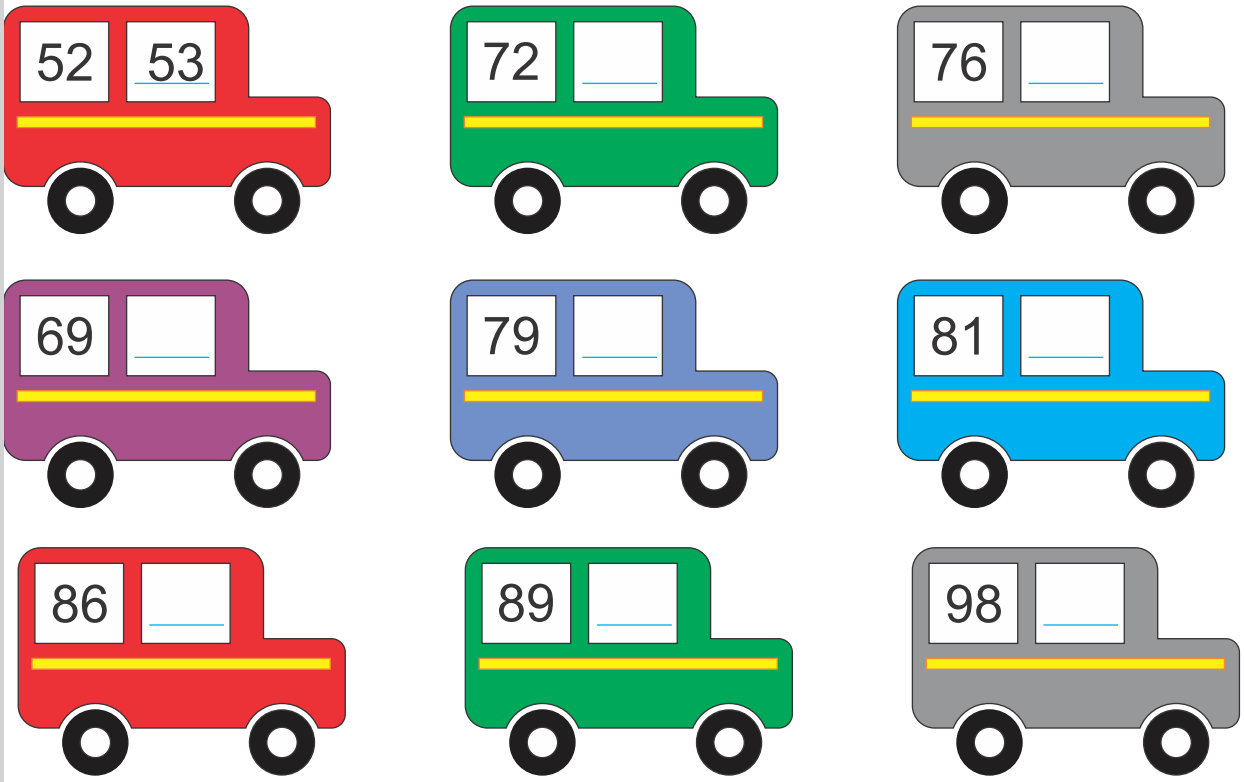
Write just before of the given numbers :



Write just after of the given numbers :



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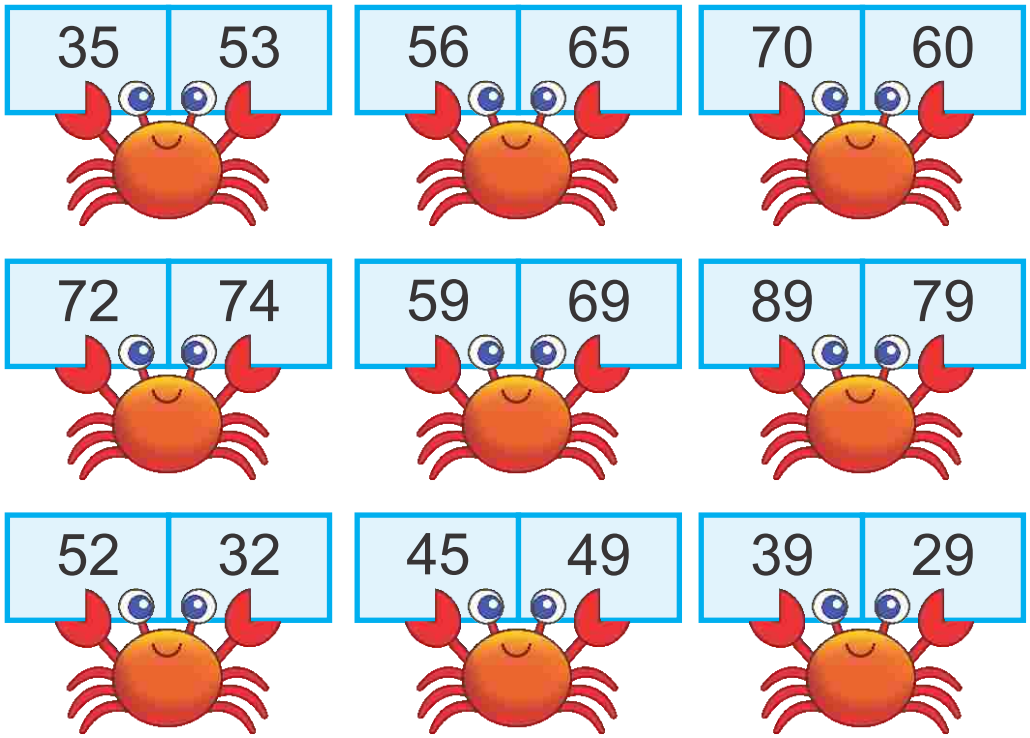
Write the number in between :

Encircle the greater number :



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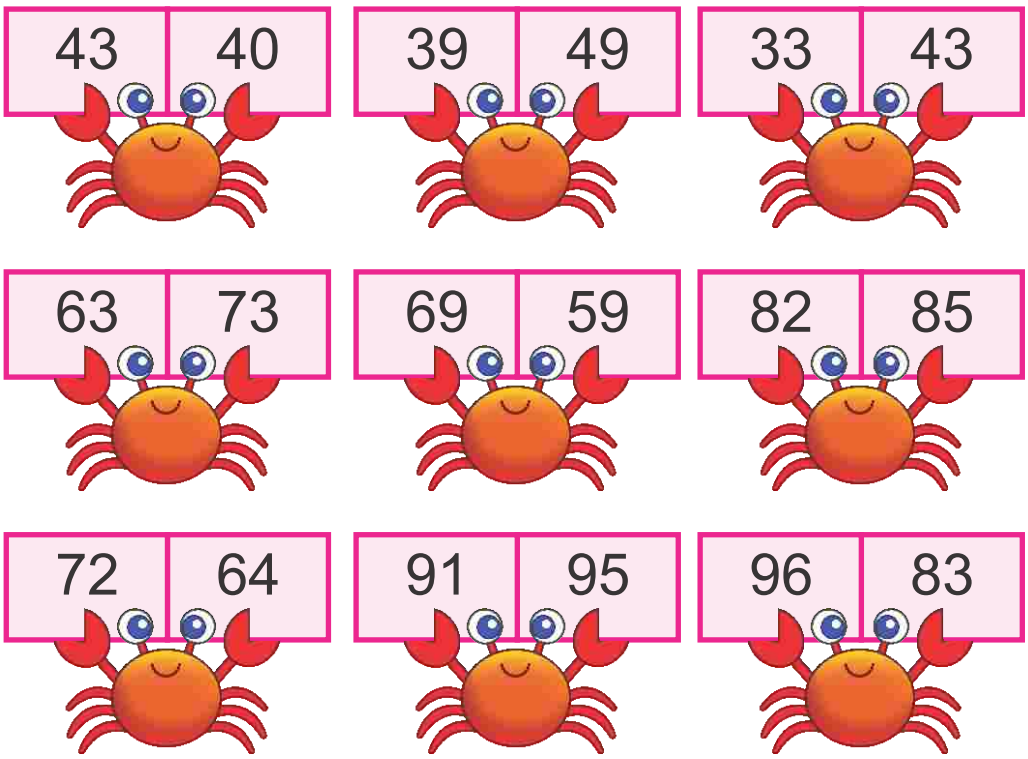
Encircle the smaller number.



Write From smaller number to greater number :

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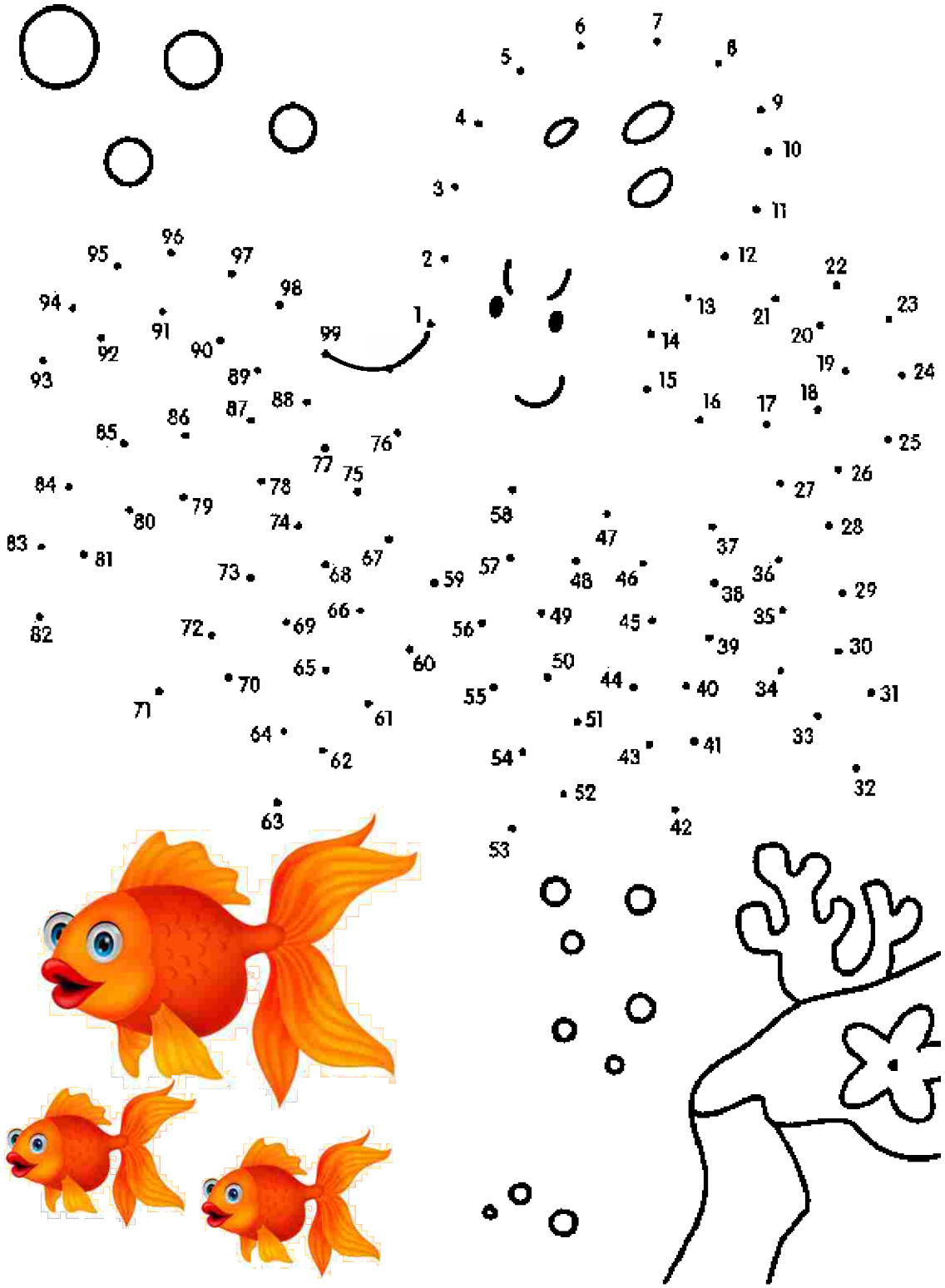
Join the dots 1 to 99 and colour it.



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Worksheet

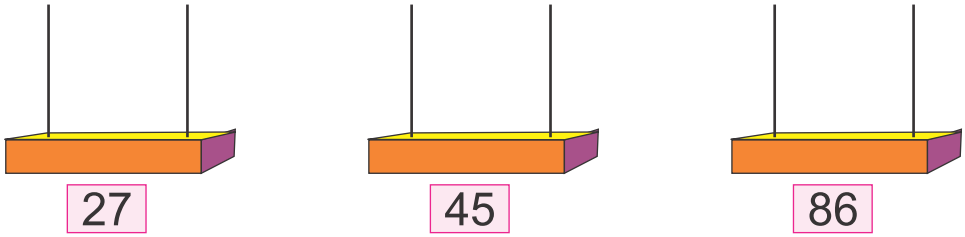
1. Write forward counting as given below :

32										
52										

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

— 35	58 —	25 — 27
— 89	77 —	86 — 88
— 98	89 —	90 — 92

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



27 45 86

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

40	3	=		70	6	=		90	4	=	

5. Write number names of the numerals given below.

23 _____ 48 _____ 37 _____

6. Encircle the smaller number.

32	33
47	37
86	64

41	51
59	69
89	79

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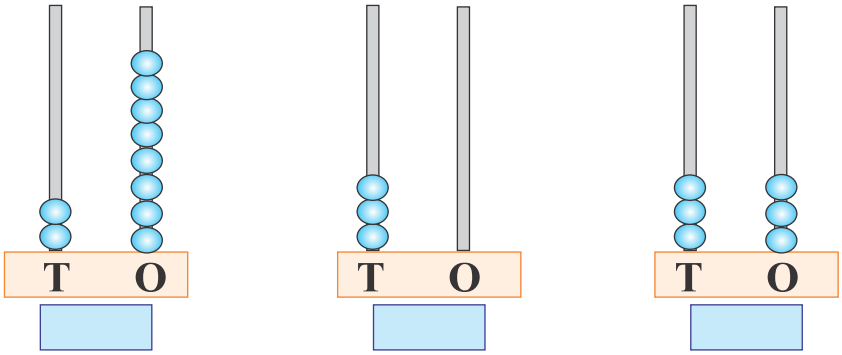
7. Encircle the greater number.

32	33
47	37
86	64

41	51
59	69
89	79

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



9. Write numerals for number names.

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

10. Write the following numbers from smaller to greater.

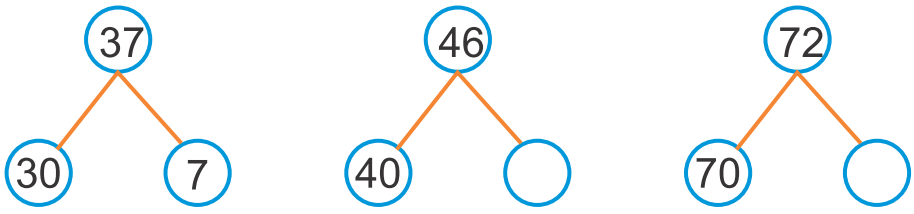
(i) 37, 23, 29, 32 ... ...

(ii) 46, 49, 41, 43 ... ...

(iii) 17, 37, 47, 27 ... ...

(iv) 69, 59, 79, 49 ... ...

11. Split the following numbers.



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Things to remember

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

We have learnt

Counting 21 to 99

- Count, read, write forward and backward counting in words upto 99, Before, after and in between the numbers.
- To make groups of ones and tens of a number orally.
- Add two, one digit numbers orally.
- Comparison of numbers

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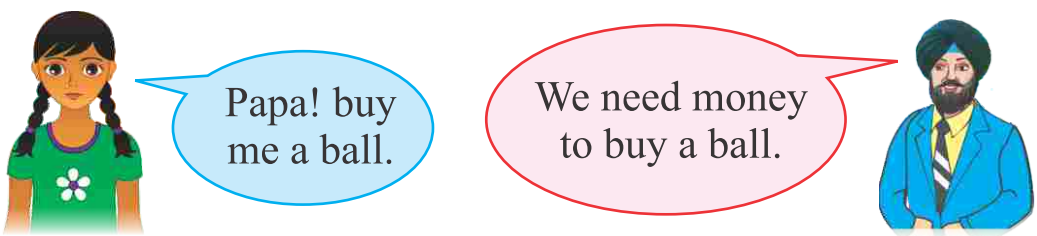
4 Money (Currency)

Objectives

- To enable the students to recognise currency notes and coins.
- To enable the students to add the small amount of money.

Activity



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Papa! What is money ?

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

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

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

What is written on the coin's surface ?

5 is written on the coin.

So, It is a coin of Rupees 5.

Remember that symbol ₹ is used for Rupees.

Note

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

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Let's learn

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

Currency notes/coins	Value
	₹ 1
	₹ 10
	₹ 5
	₹ 20

Let's do

Currency notes/coins	Value
	₹
	₹
	₹
	₹

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

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Let's learn

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

Value	Currency notes/coins
₹ 1 =	☑ ☐
₹ 5 =	☑ ☐
₹ 5 =	☐ ☑
₹ 10 =	☐ ☑

Let's do

Value	Currency notes/coins
₹ 2 =	☐ ☐
₹ 10 =	☐ ☐
₹ 20 =	☐ ☐
₹ 50 =	☐ ☐

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Let's learn

Addition of value of coins/notes

	₹ 3
	₹ 4
	₹ 5
	₹ 8

Let's do

	₹
	₹
	₹
	₹
	₹
	₹

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Let's learn

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

₹7 =		✓
₹9 =		
		✓

Let's do

₹14 =		
₹19 =		
₹20 =		

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Practical activity

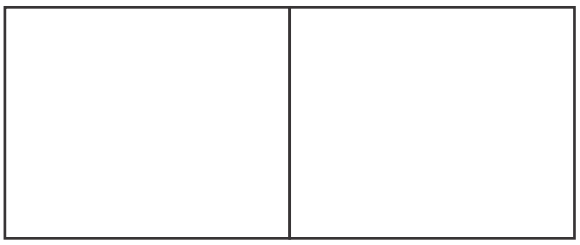
Objective : Make coins of paper.

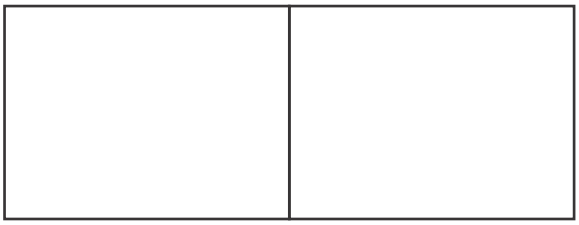
Material : Real coins, colours, pencil.

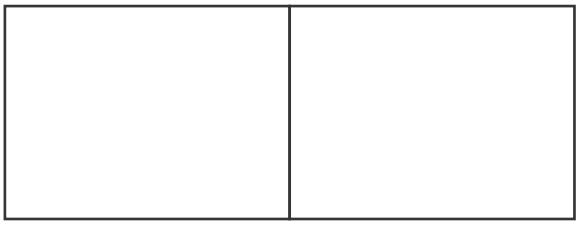
Procedure :

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

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







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Worksheet

Match the currency notes and coins with their values.

₹2

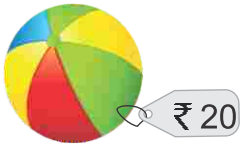
₹20

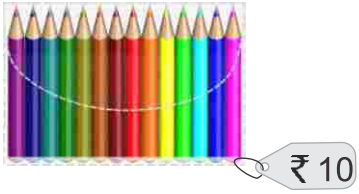
₹5

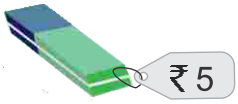
₹10

₹50

Match according to the value of given objects.







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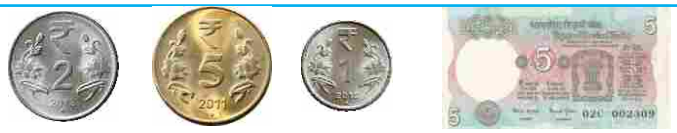
Add and write the value of coins/notes :

	₹ ☐
	₹ ☐
	₹ ☐
	₹ ☐

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

Value	Currency notes/coins
	☐ ☐
	☐ ☐
	☐ ☐

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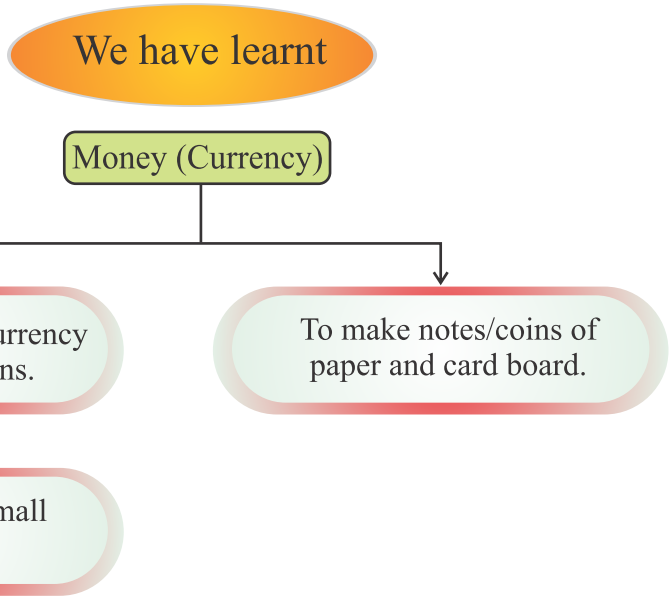
Two rupees are greater than one
Five greater than two really
Five plus five equals ten
Ten plus ten equals twenty
Fifty are greater from twenty
Think what makes fifty.

Things to remember

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



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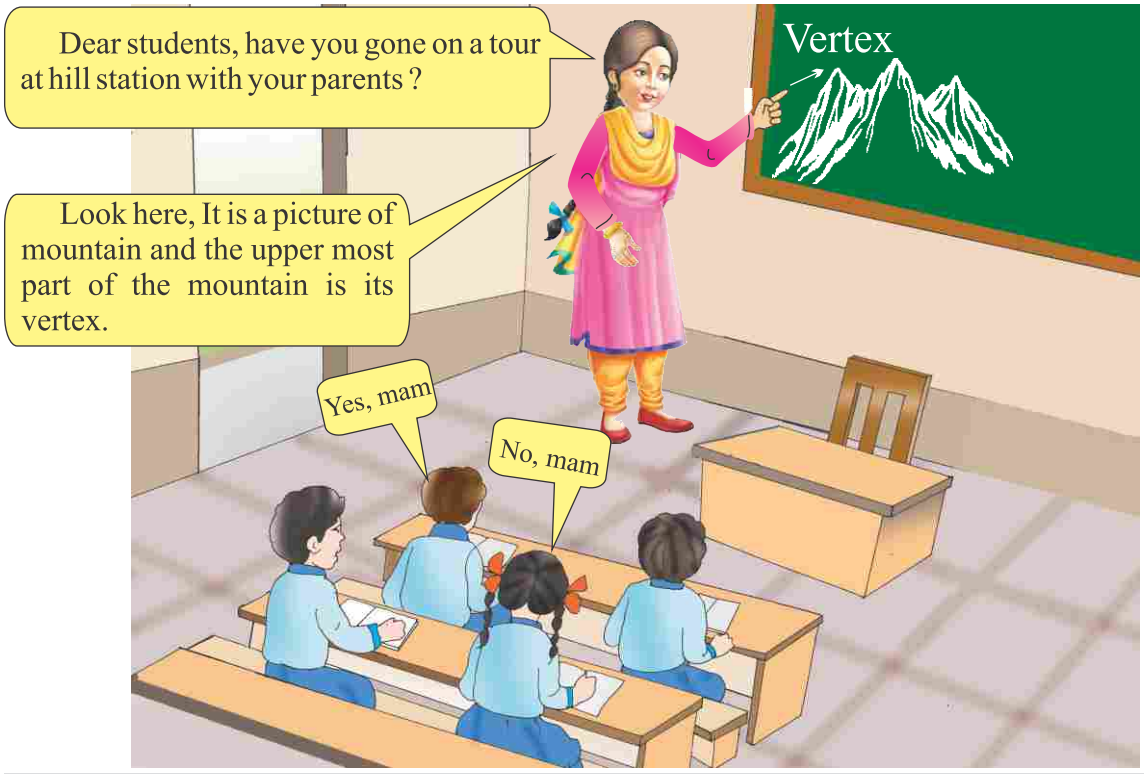
5 Shapes

Objectives

- To enable the students to understand the concept of plane, vertex, above, below, in-out, far-near, before and after.
- To enable the students to recognize and differentiate between circular, triangular and quadrangular.
- To enable the students to recognize different shapes found in and around the classroom.

Vertex and Plane



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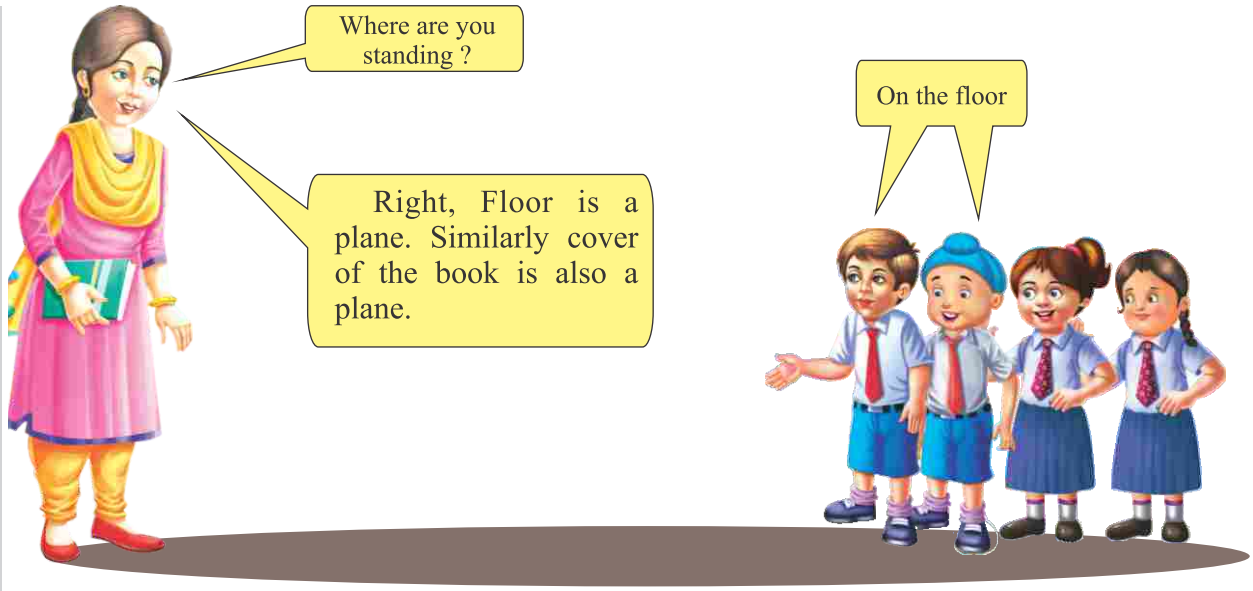
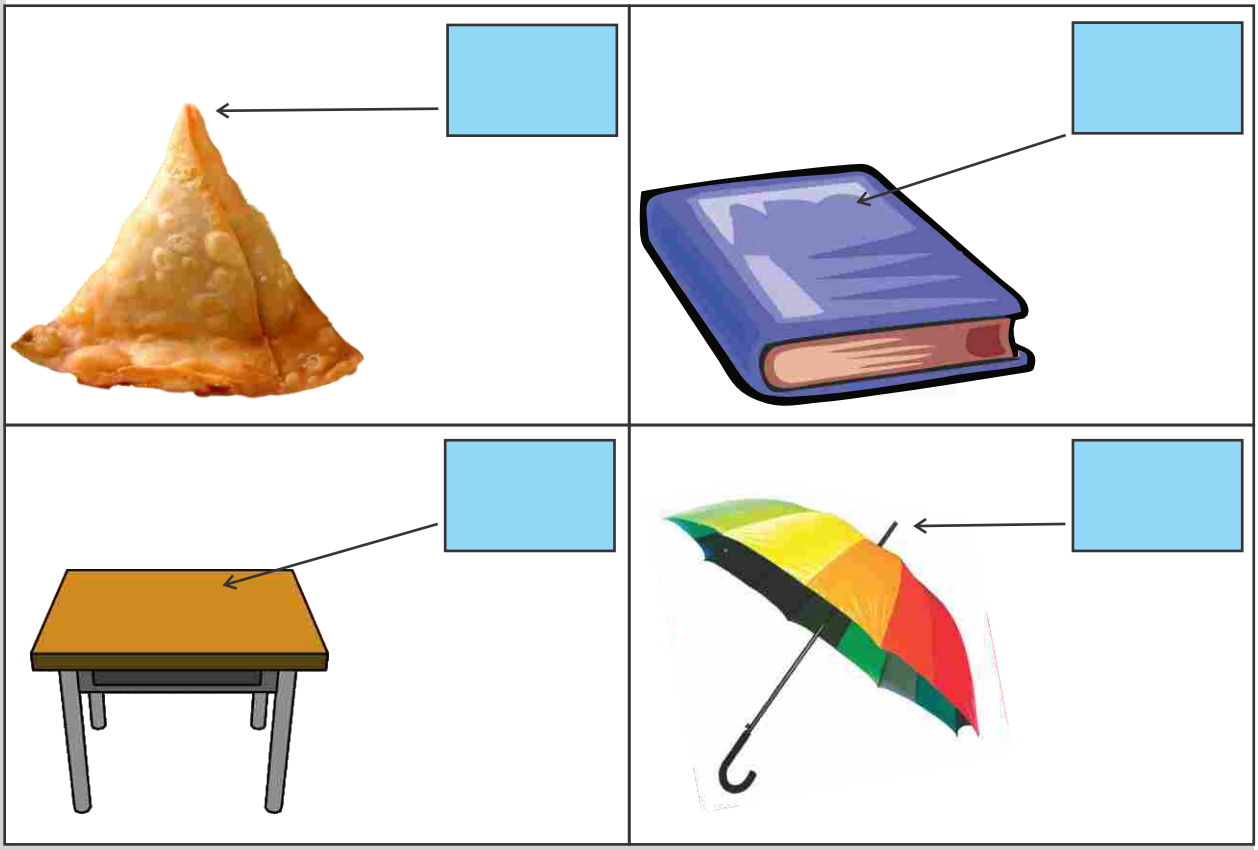


Let's do

Mark tick (✓) for vertex and corss (×) for the plane of the following objects.



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Activity

On-Under

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

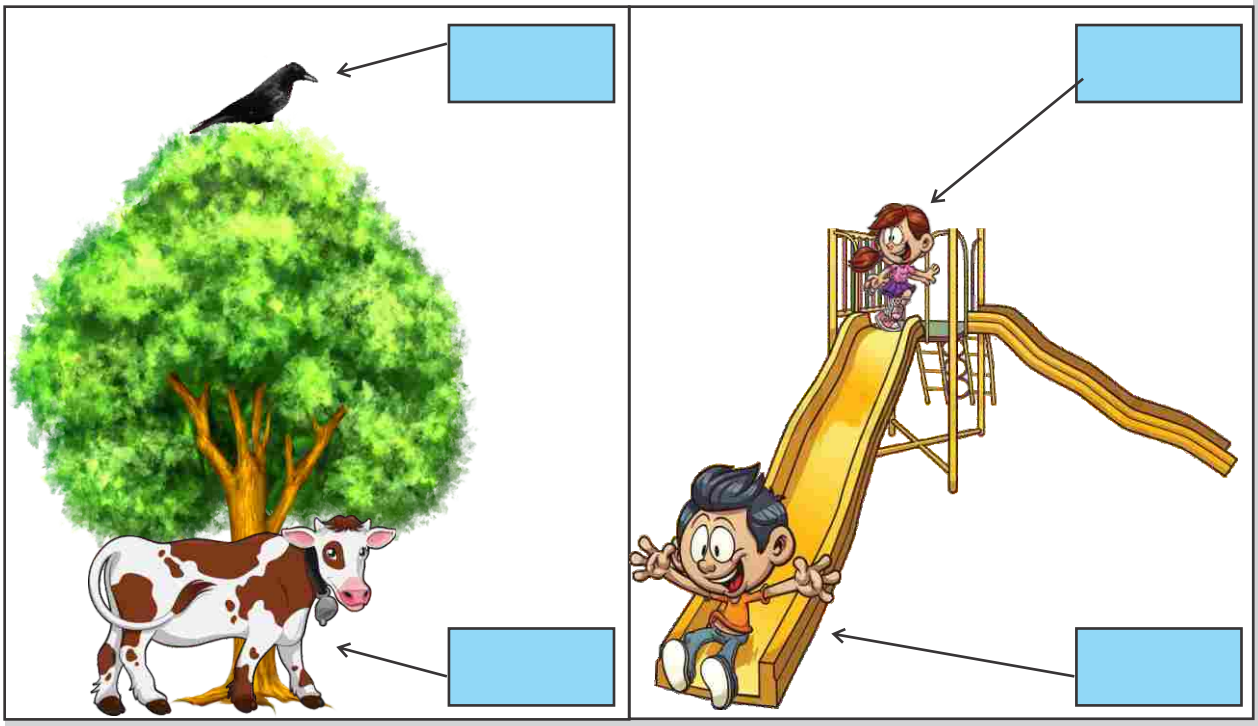
On the table

Under the table

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

Let's do

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



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In-Out

Activity

Dear students, where the book is lying ?

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

On the table

Students! where are the books lying now ?

Good!

In the bag

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

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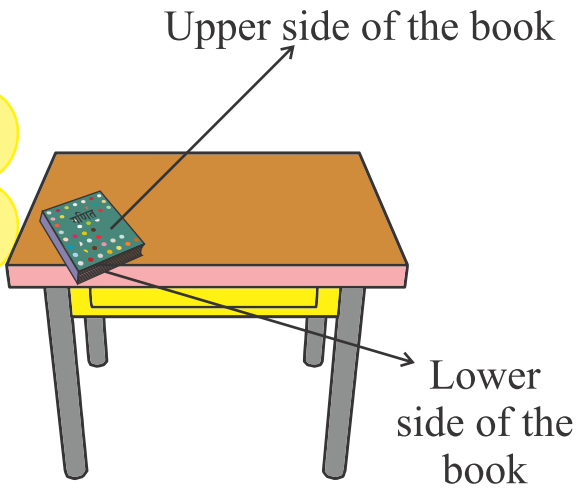
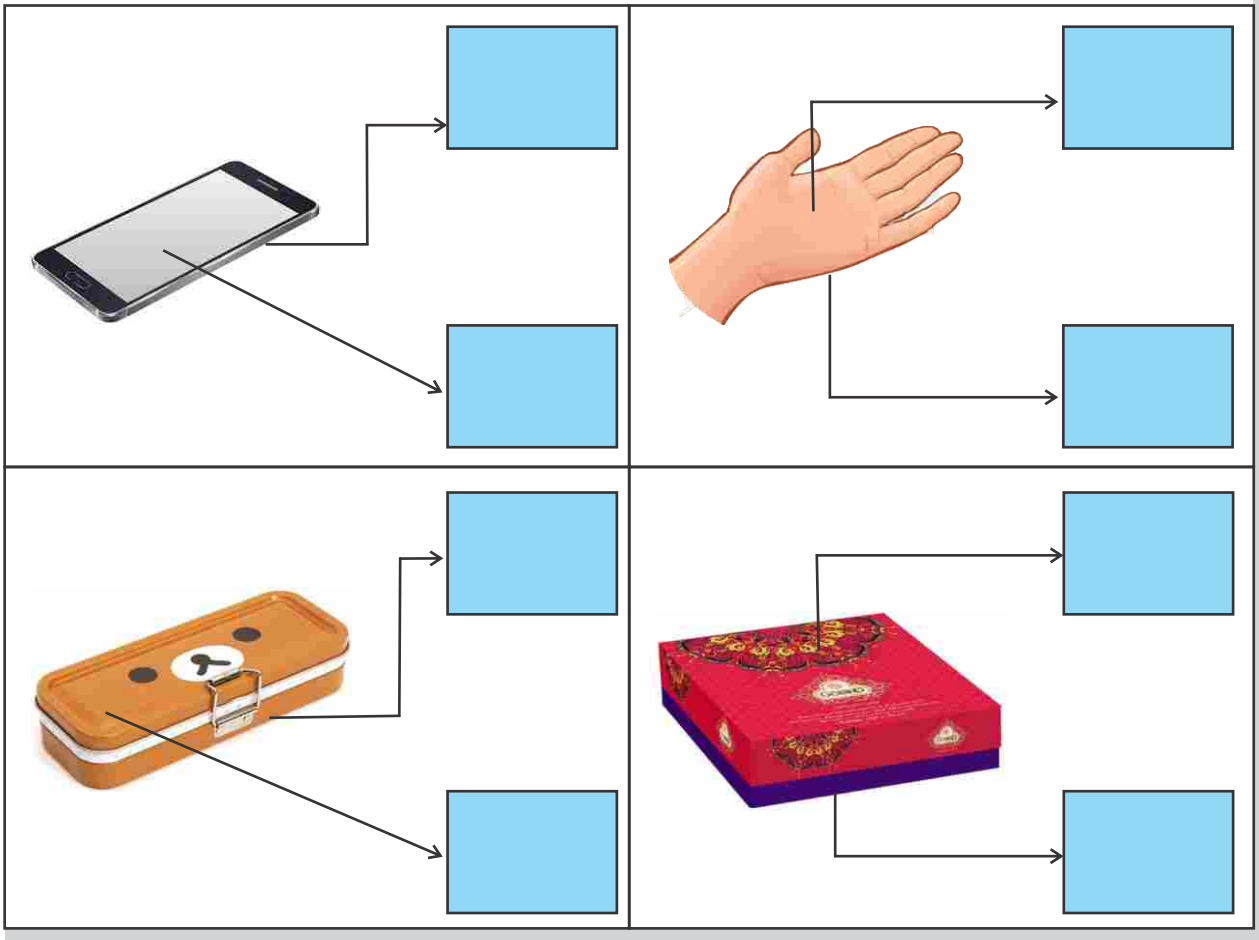
Activity

Upper-Lower

Dear students! look at book lying on the table. The plane which you are seeing, it is the above side of the book and the plane which can not be seen by you is its below side.



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



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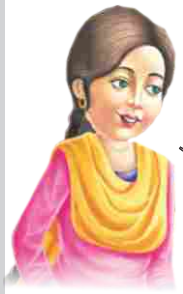
Activity

After-Before



Who is standing before Aslam ?

Pinki

Who is standing after Kuljeet ?

Pinki

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

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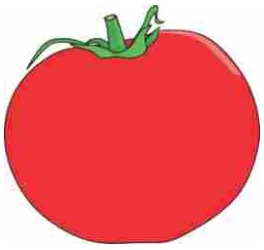
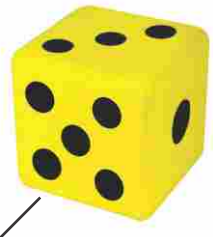
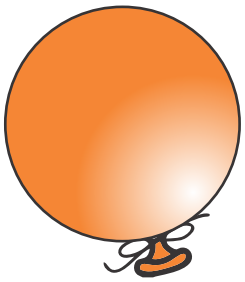
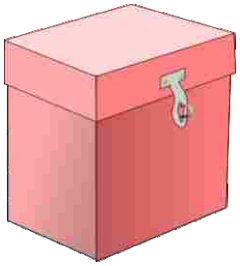
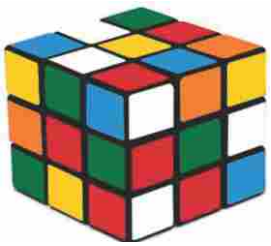
Solid shapes around us

Match the similar shapes :



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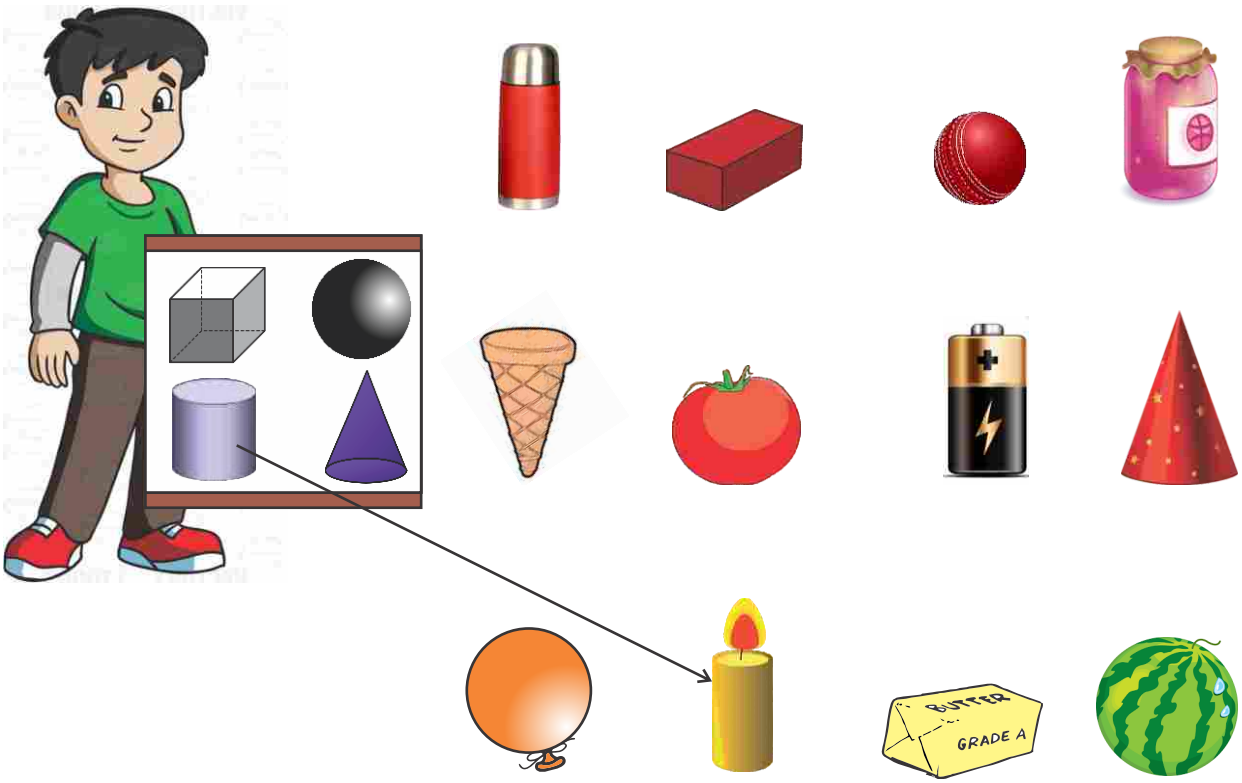
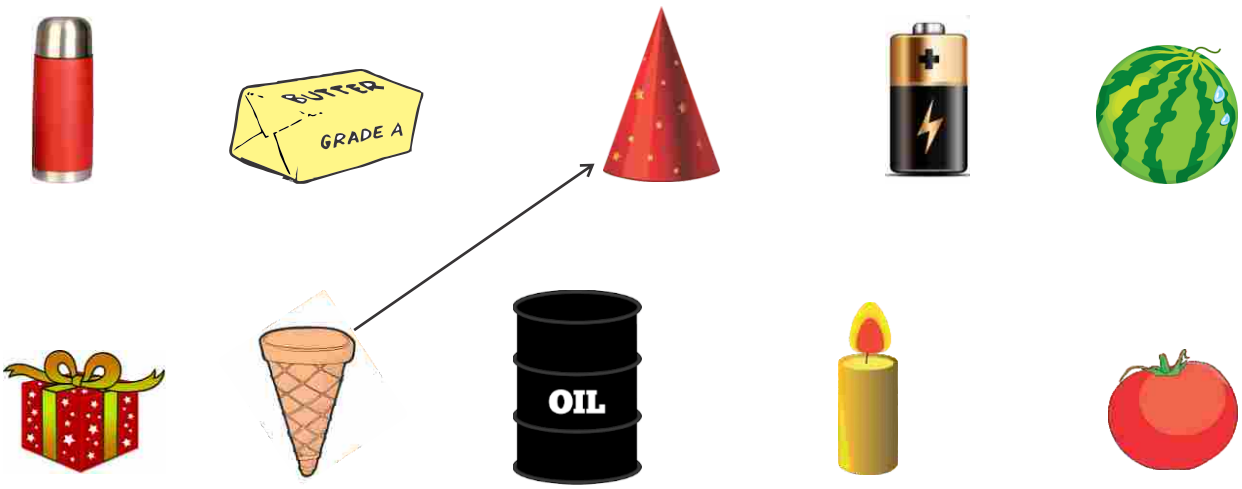
Separation

Match the similar shapes :



Make the pairs of shapes :



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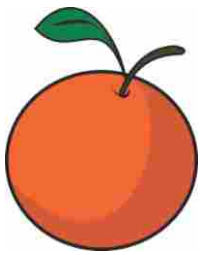
Let's learn

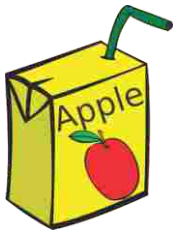
Rolling-Sliding

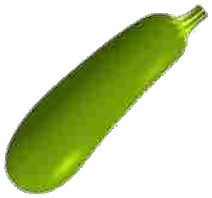
Dear students! ball rolls and box of sweets slides

Let's do

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







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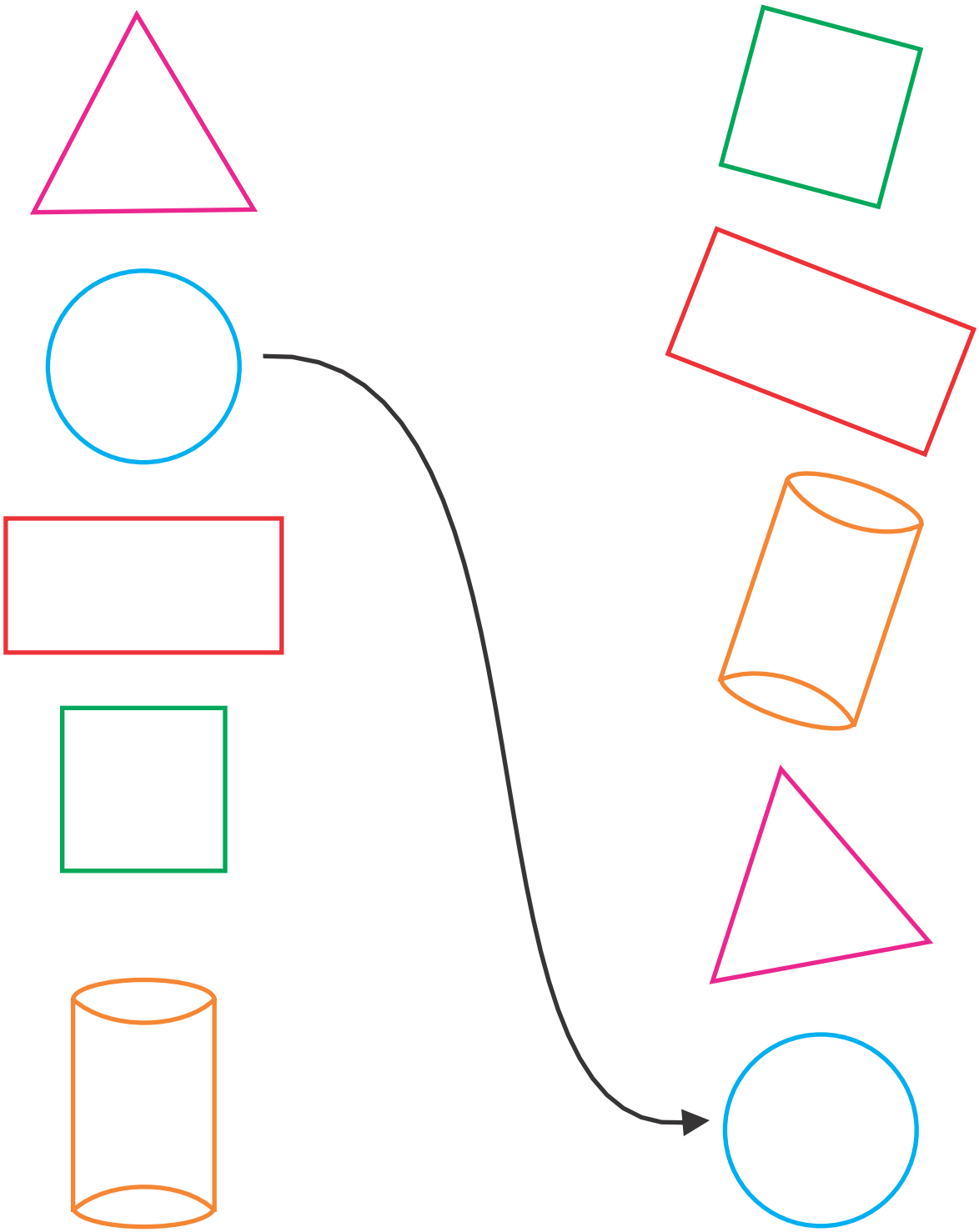
Separation

Match the shapes of same size and colour them :



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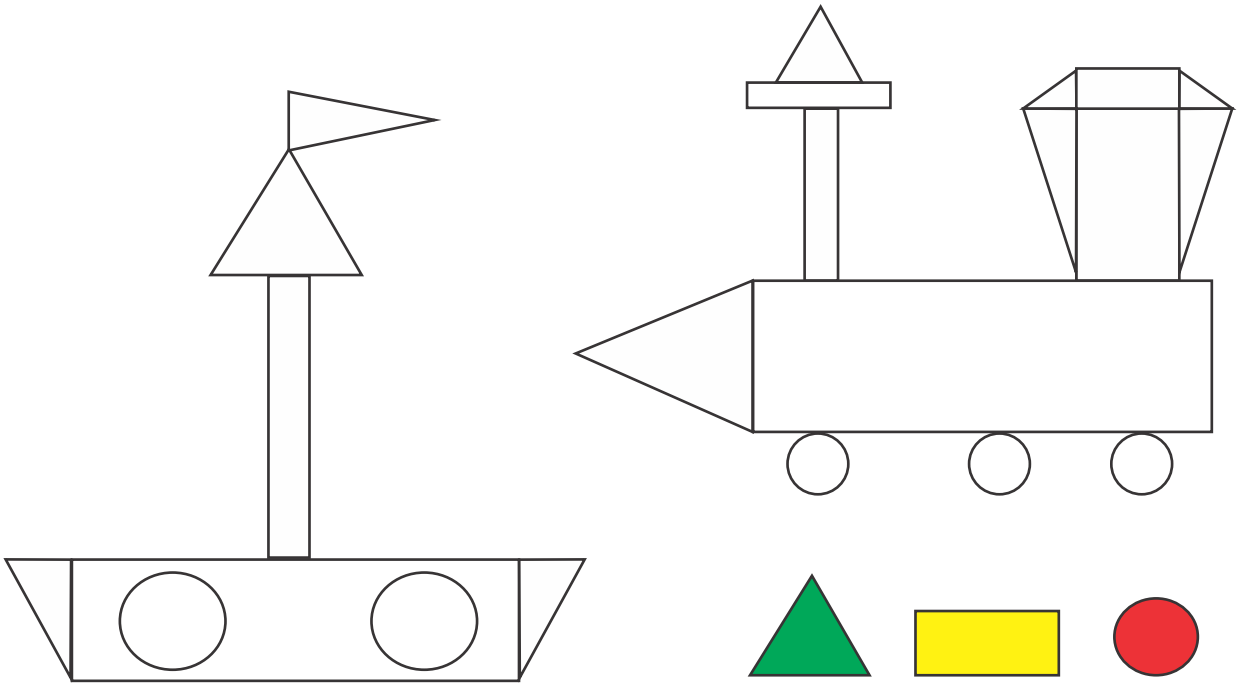
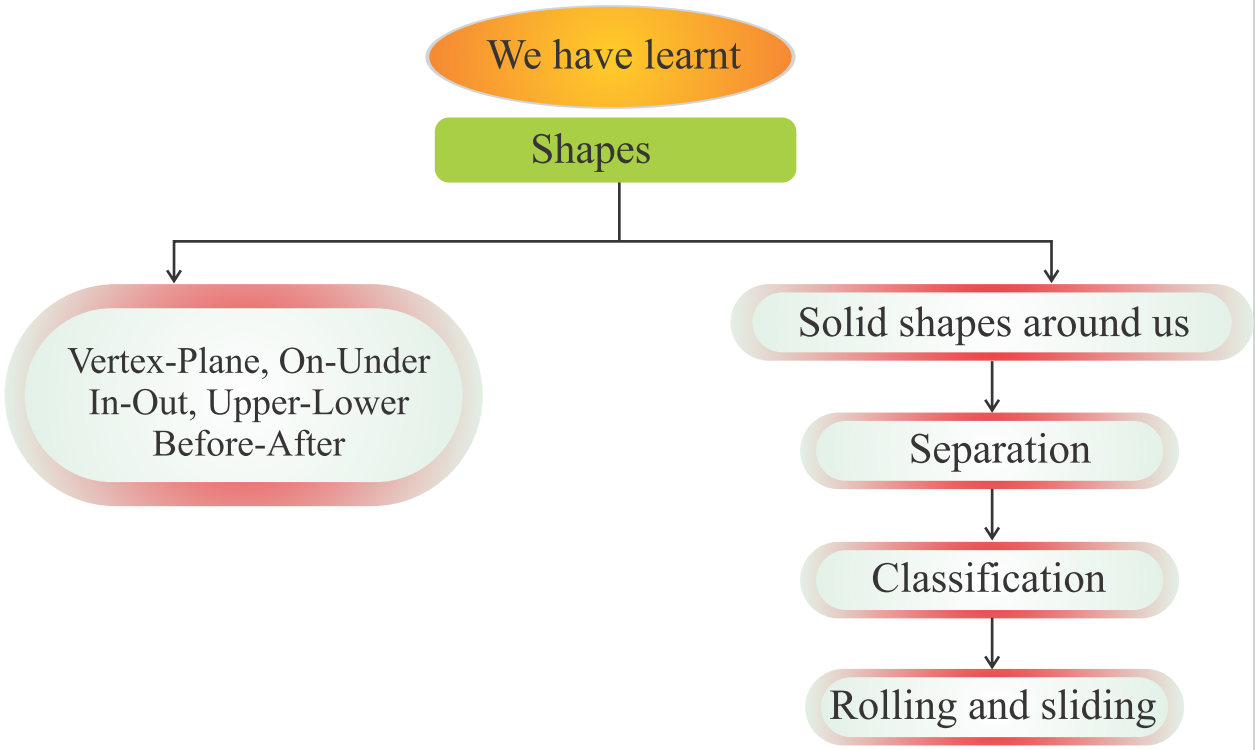
Colour the pictures given below :





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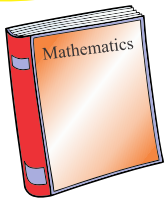
6 Patterns

Objectives

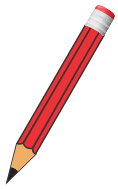
- The students will be able to understand the patterens by observing them.
- The students can complete the patterns by considering pictures and numbers as patterns.
- Mental and intellectual development of students.

Activity

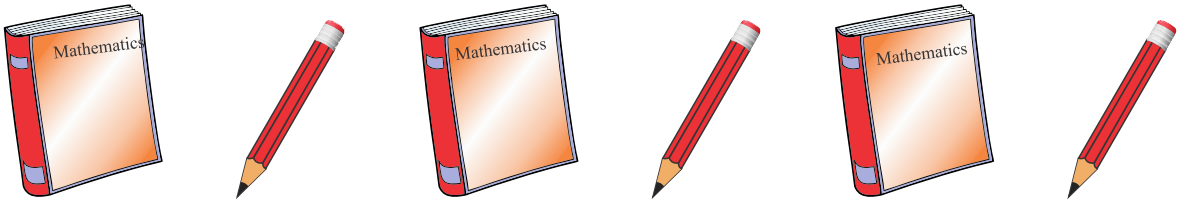
The teacher will start the concept of pattern with books and pencils.



Book



Pencil



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

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Next to it.

The teacher will call a girl student from the class.

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

Boy Girl

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

Boy Girl Boy Girl Boy Girl

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

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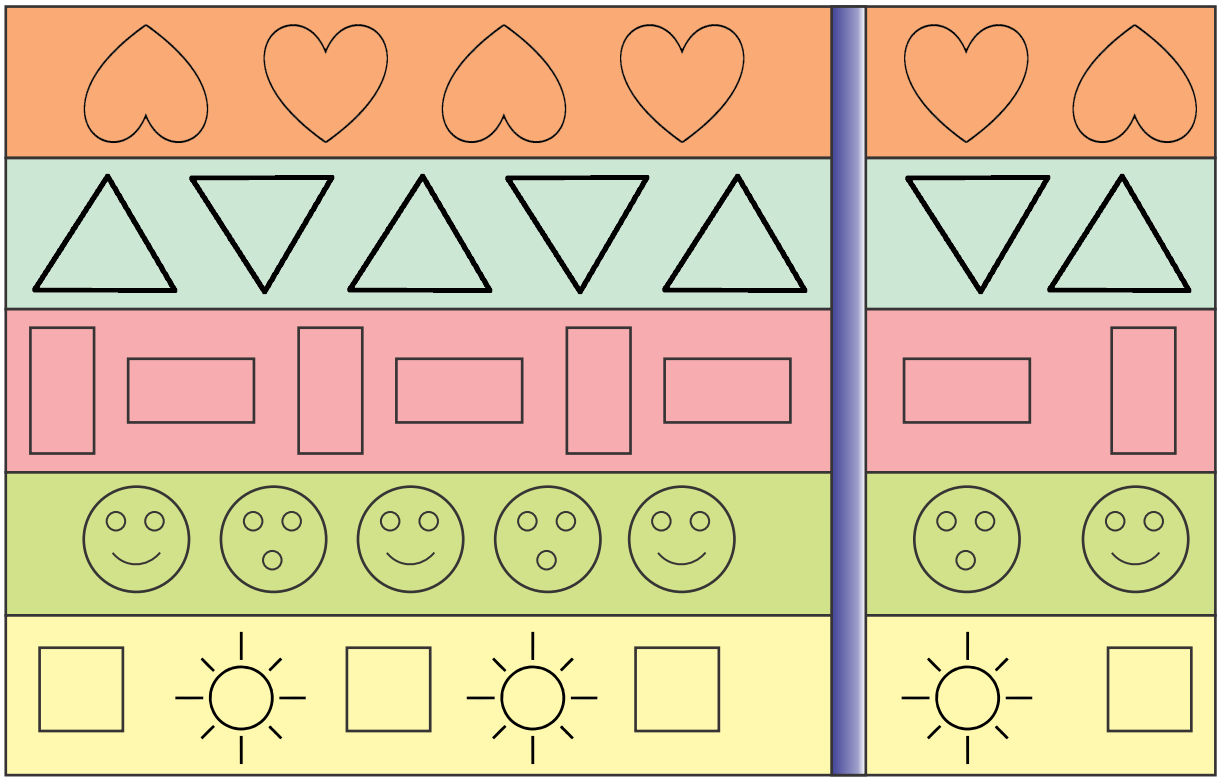
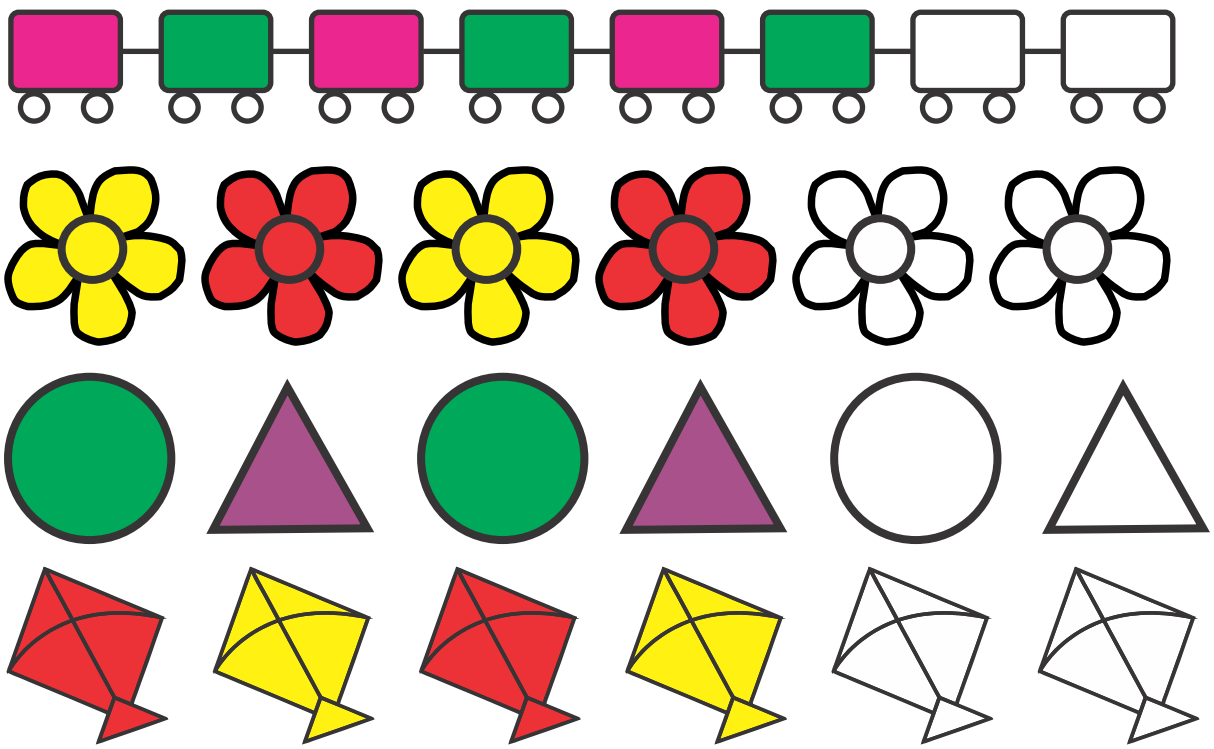
Encircle the correct shape to complete the pattern :



Complete the following pattern by filling colours :



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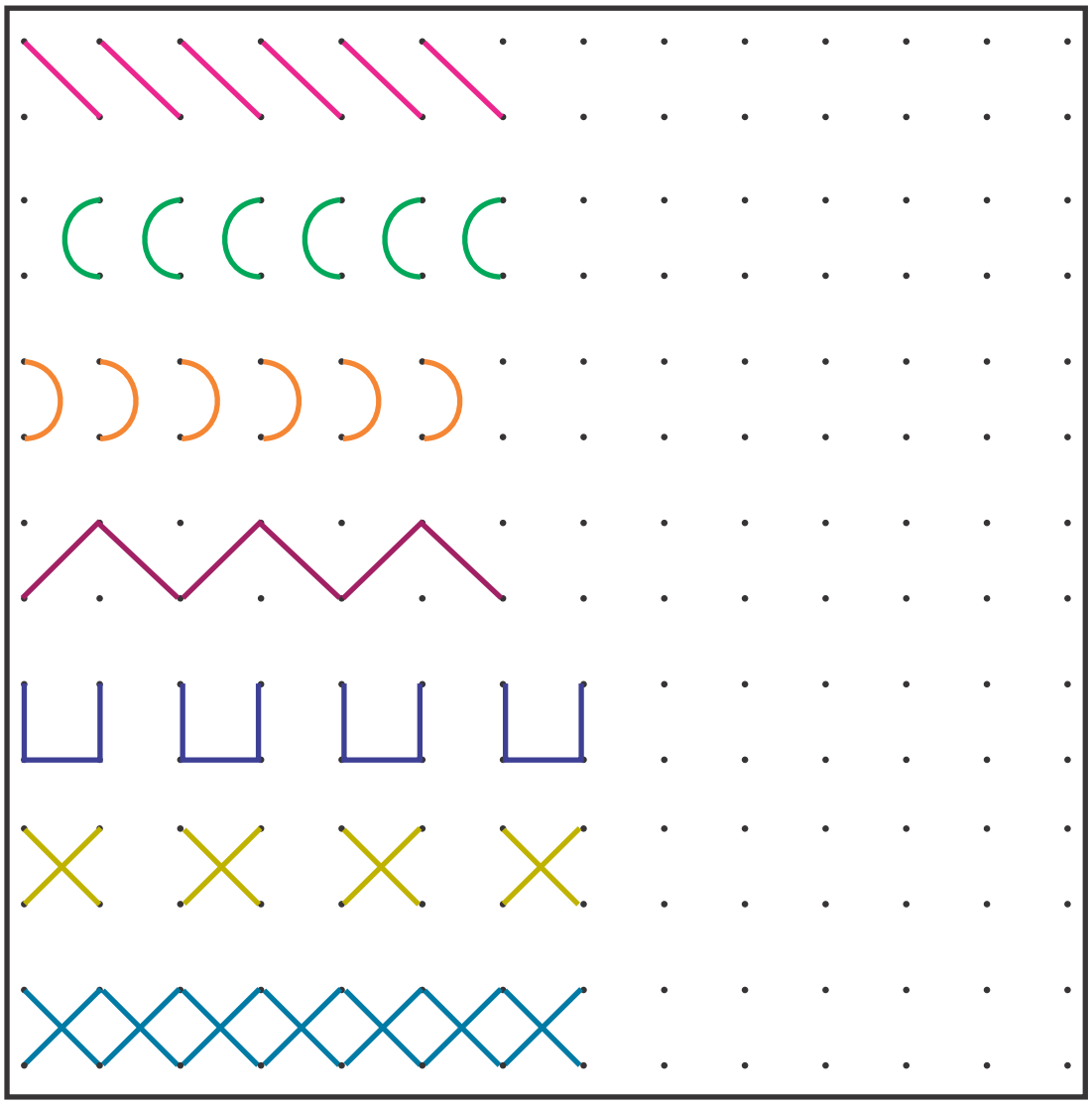
Make next shape according to the given pattern :

T ⊥ T ⊥ T		
H O H O H		
V Λ V Λ V		
A B A B A		

Observe the patterns carefully and complete them :



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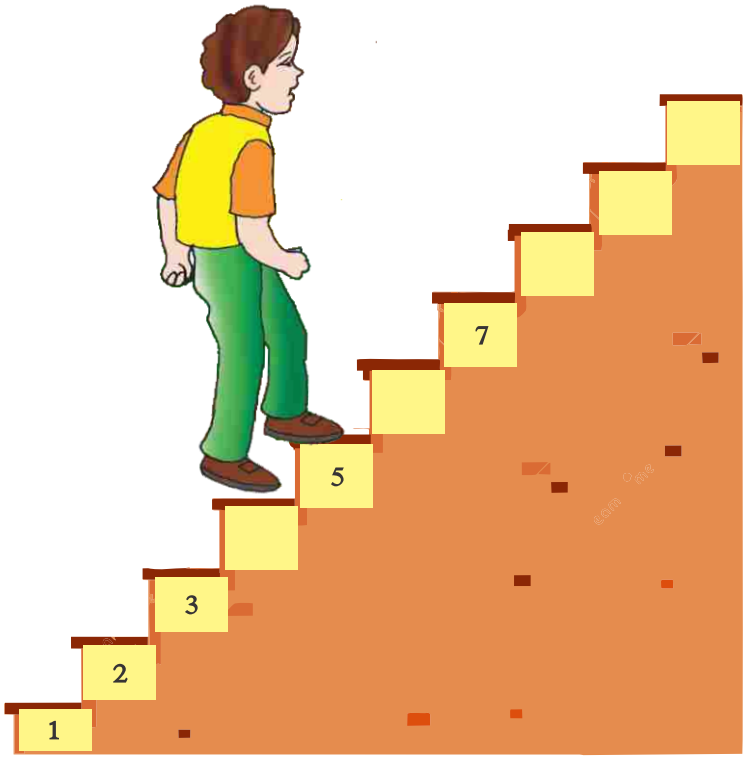
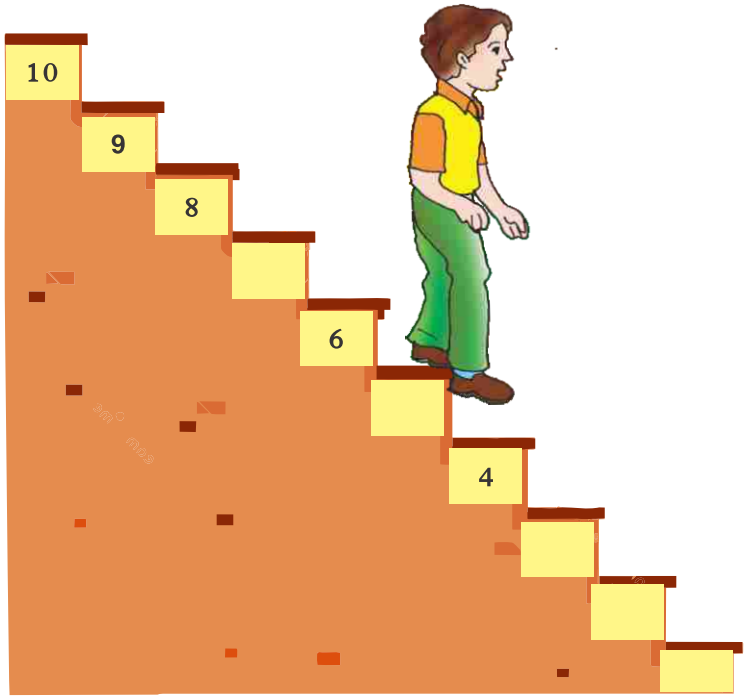
Observe the patterns and fill the numbers :





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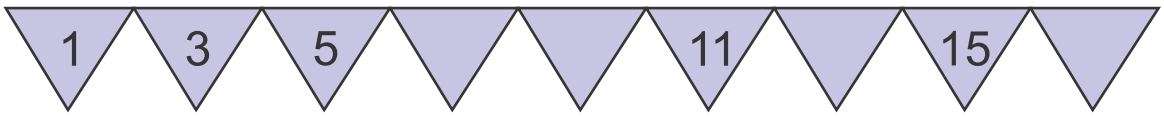
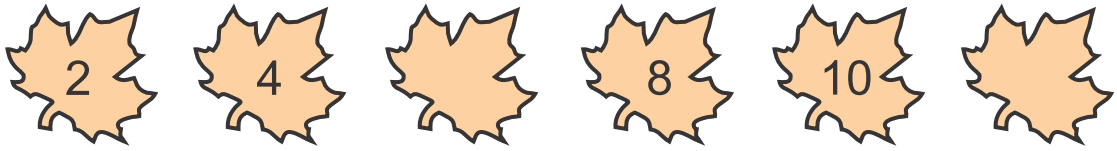
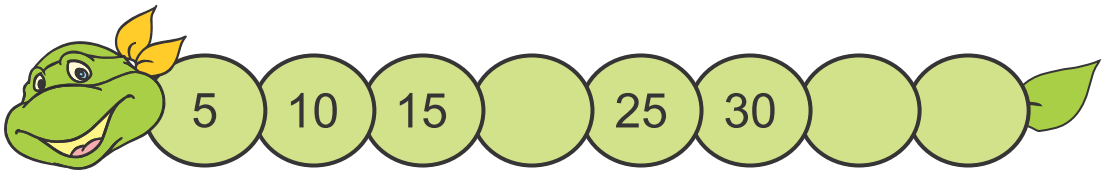
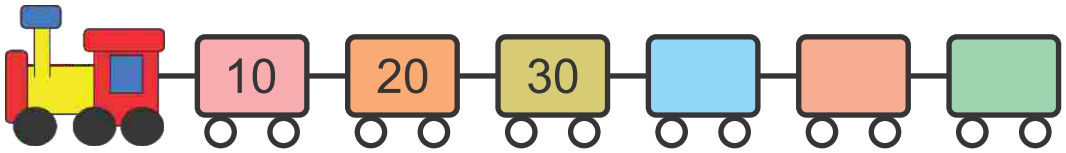
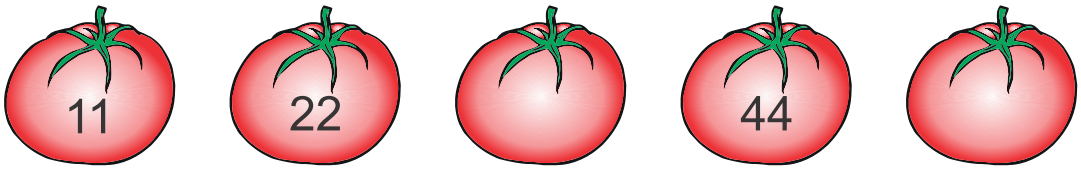
Study the below patterns and fill the missing numbers :











We have learnt

Patterns

- To understand the patterns.
- To complete the patterns.
- To make new patterns.

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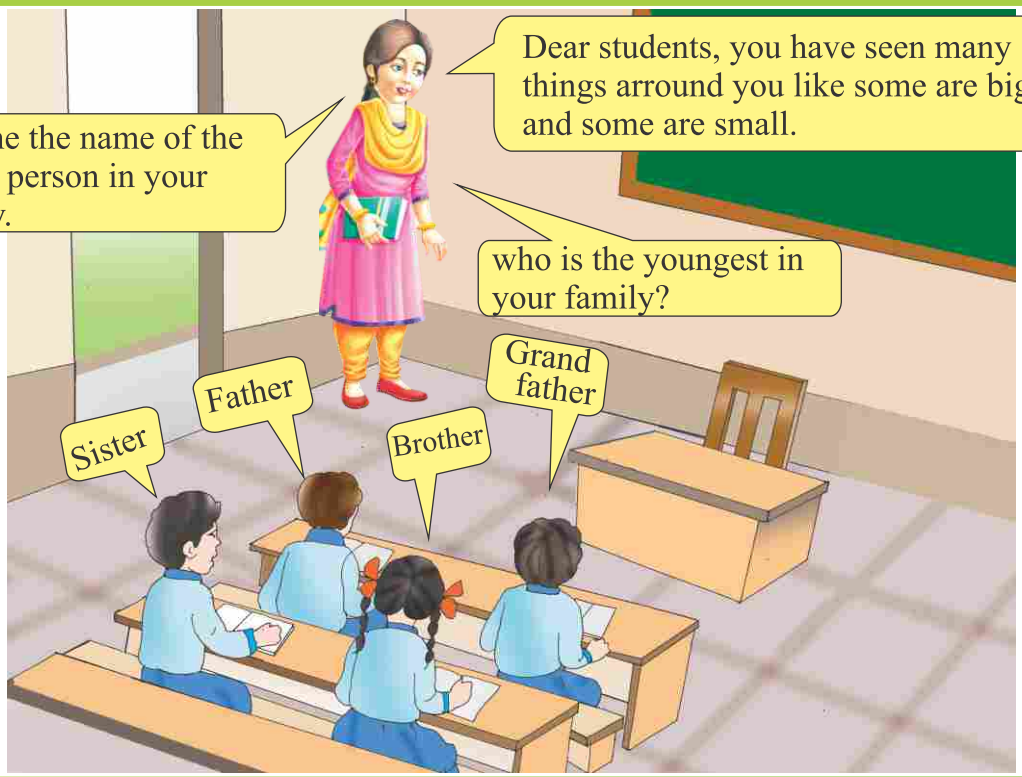
7 Measurement

Objectives

- To Enable the students to know about numbers.
- To enable the students to differentiate the objects jaccording to their physical characteristics, by comparing and reasoning.
- To enable the students to think logically.



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

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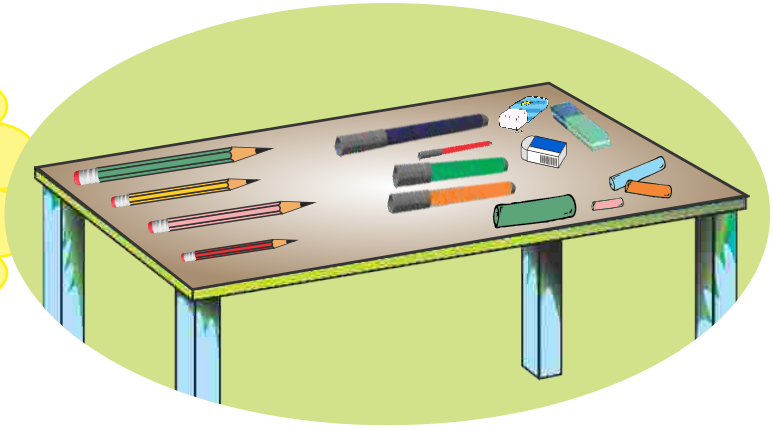
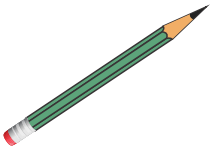
Long-Short

Let us do an activity related to length which is a unit of measurement.

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

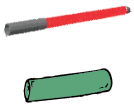


Students, this pencil is longest since it is less used.

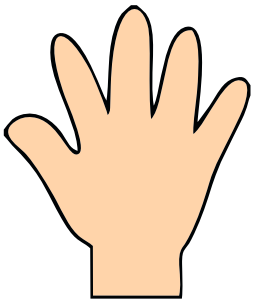


This pencil is shortest since it is used more.

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



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



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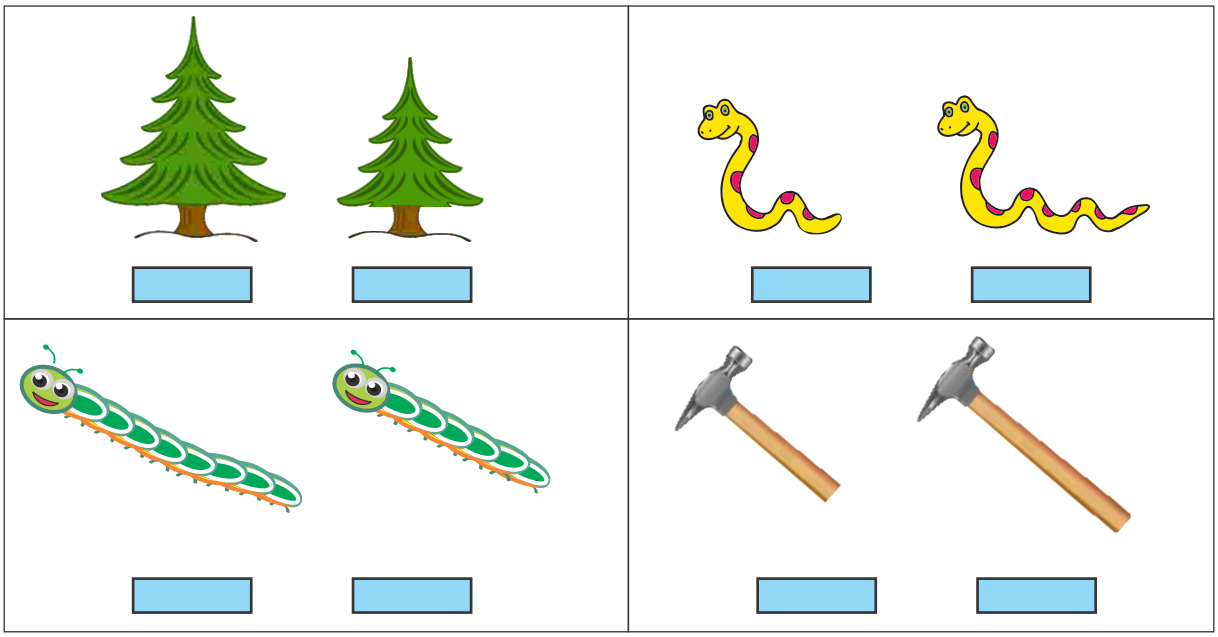
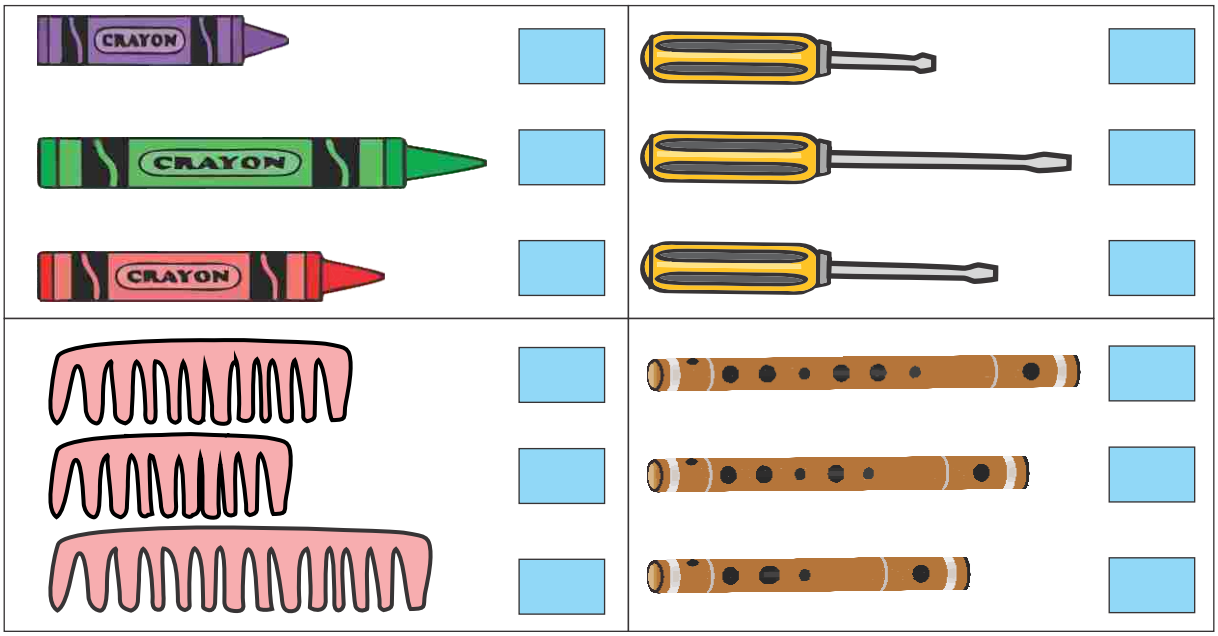
Put tick (✓) on long and (×) on short.



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



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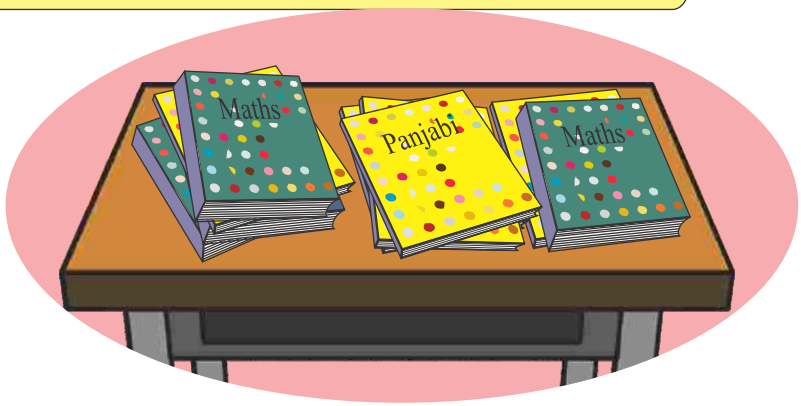
Thick-Thin

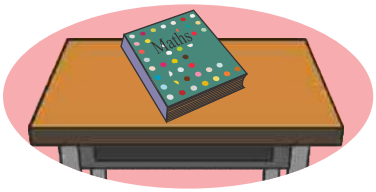
Now we will undestand about thick and thin by an activity.

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

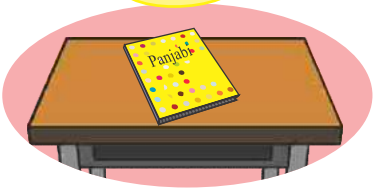


Students, this book is thick, so keep these types of books on this table.

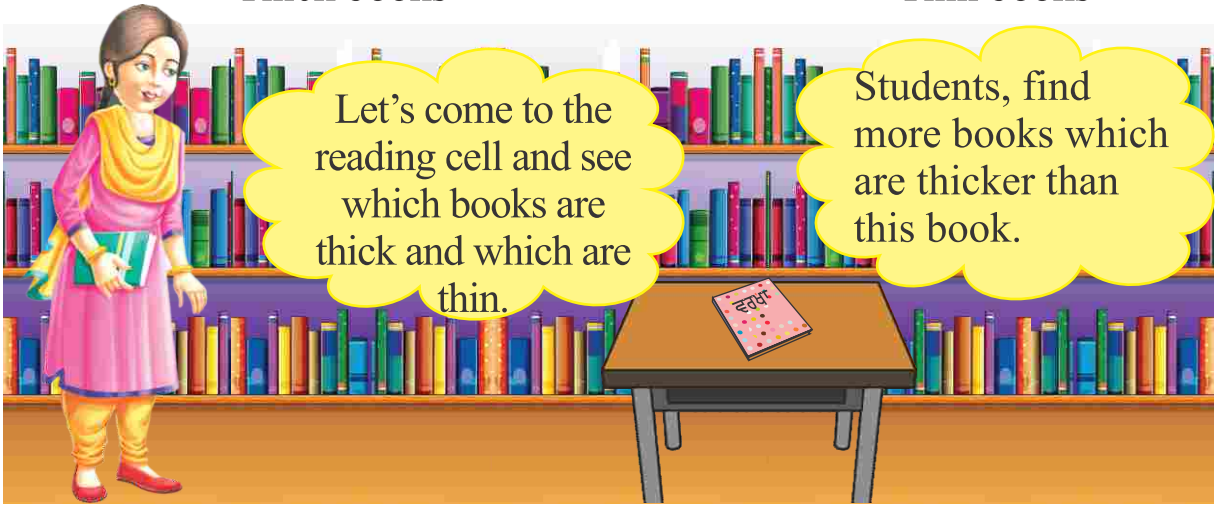
Students, this book is thin, so keep these types of books on this table.



Thick books



Thin books



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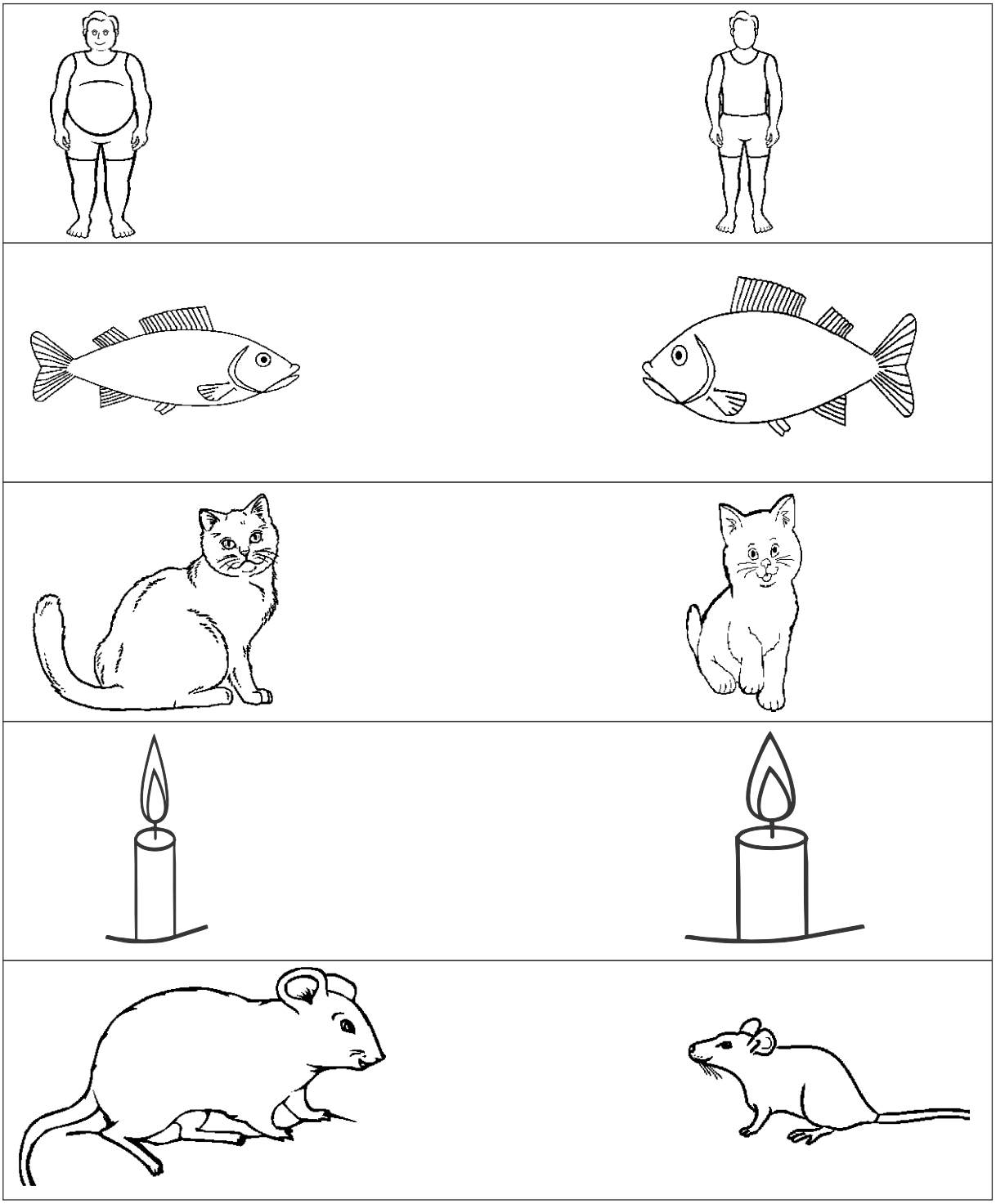
Worksheet

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



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Heavy-Light

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

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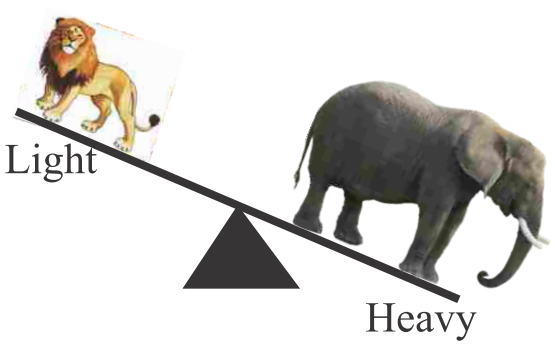
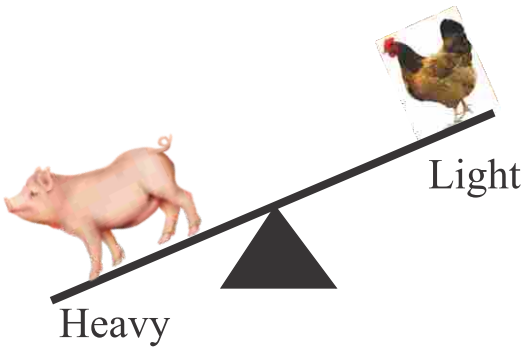
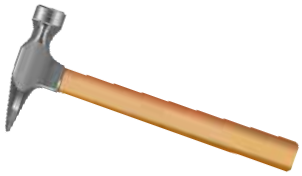
Worksheet





Put tick (✓) on the heaviest.



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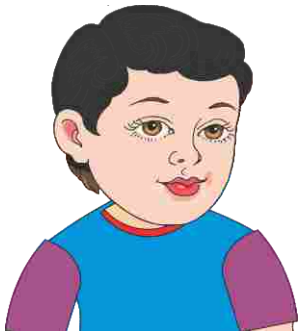
Near-Far

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

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



Near

Far

Pooja is standing near the flag.

Aman is standing far from the flag.

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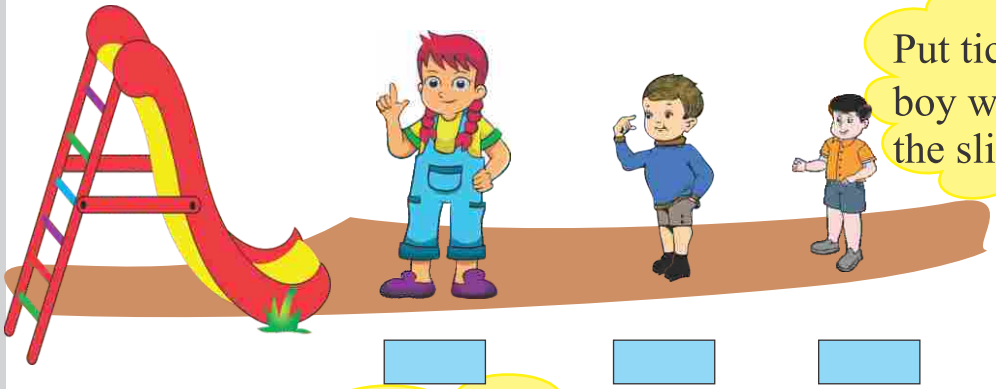
Worksheet

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

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



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

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

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

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Worksheet

1. Which place is far ? from your house ?

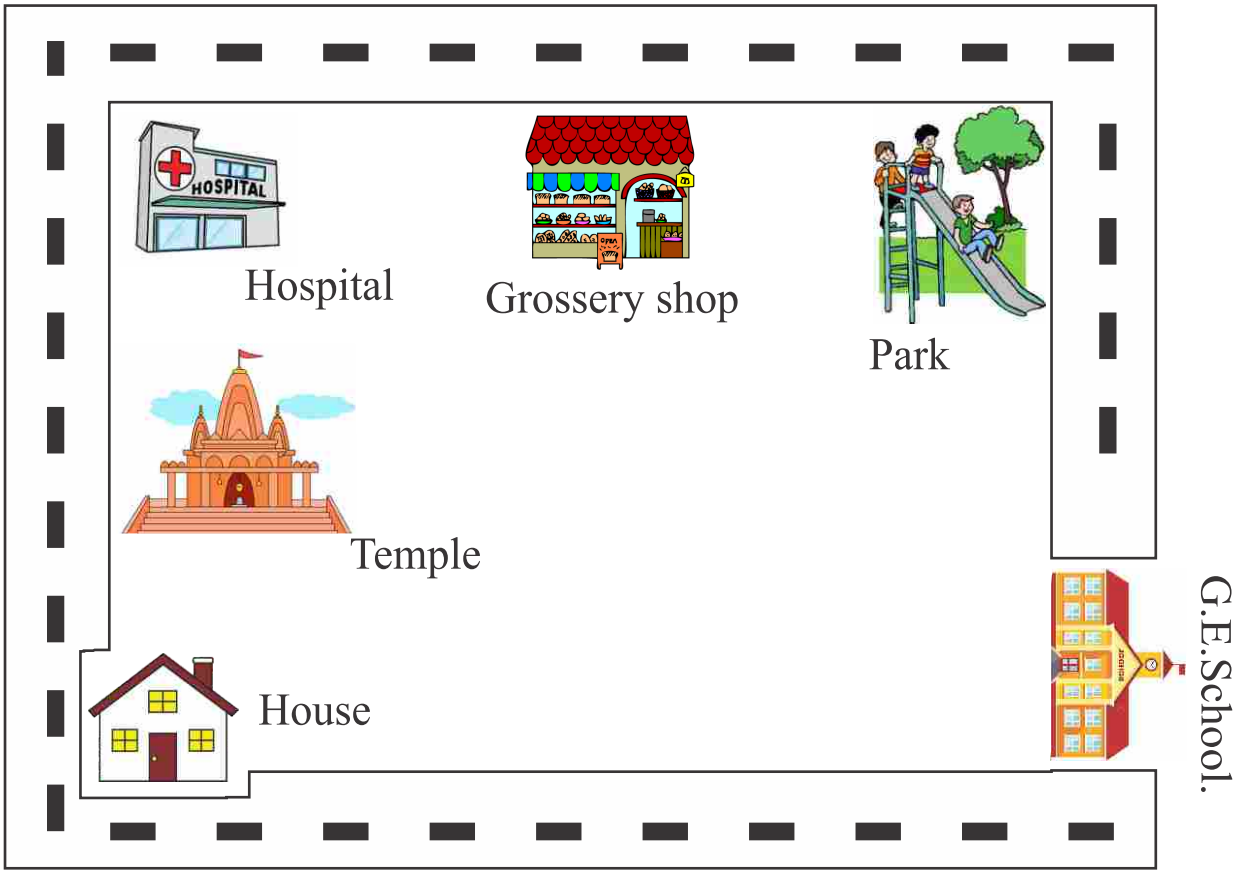
Temple ☐ School ☐

2. Which place out of these is far from your house ?

Hospital ☐ Park ☐

3. Which out of these is near from your house ?

Park ☐ Grossery shop ☐



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

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(1) There are 4 big tubs and 3 small tubs in your house. Tell how many total tubs in your house?

(2) There are 3 long trees and 3 small trees in the garden. Tell How many total trees in the garden.

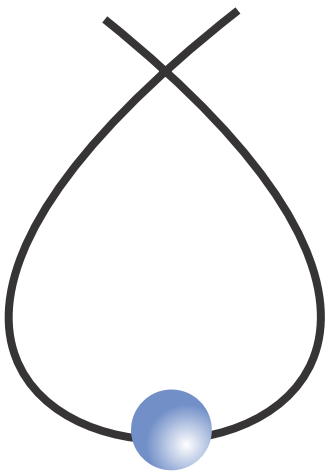
(3) There are 5 long coloured pencils and 5 short coloured pencils in the box. How many total pencils are in the box.

(4) There are total 8 thick and thin books in the bag. 3 books are thick. How many books are thin?

(5) There are 8 glasses in school's kitchen. If there are 4 big glasses then how many small glasses are there?

(6) There are 10 beads in a thread. If 6 beads are big then how many small beads are there in the thread?

The students will solve the above sum by putting beads in the thread.



Big bead

Small bead

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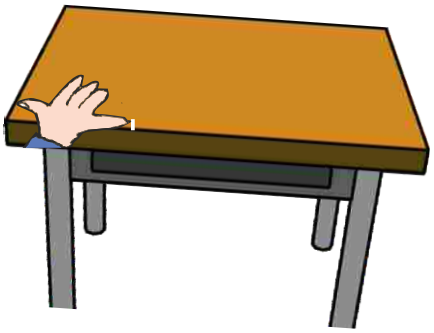
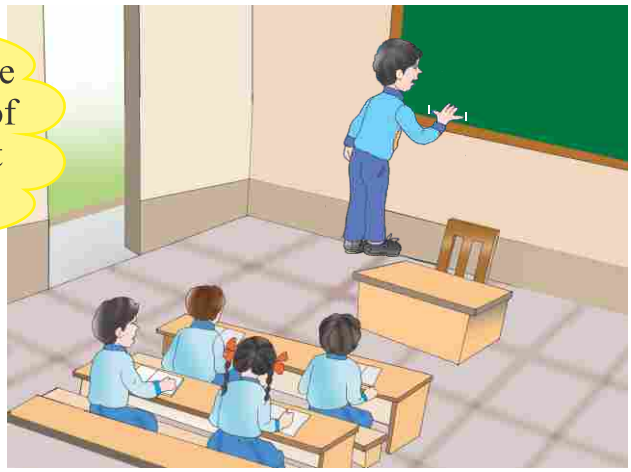
Activity

Dear students, Look here, the length of table is my 5 handspan. Tell me the length of same table by measuring it with your handspan.



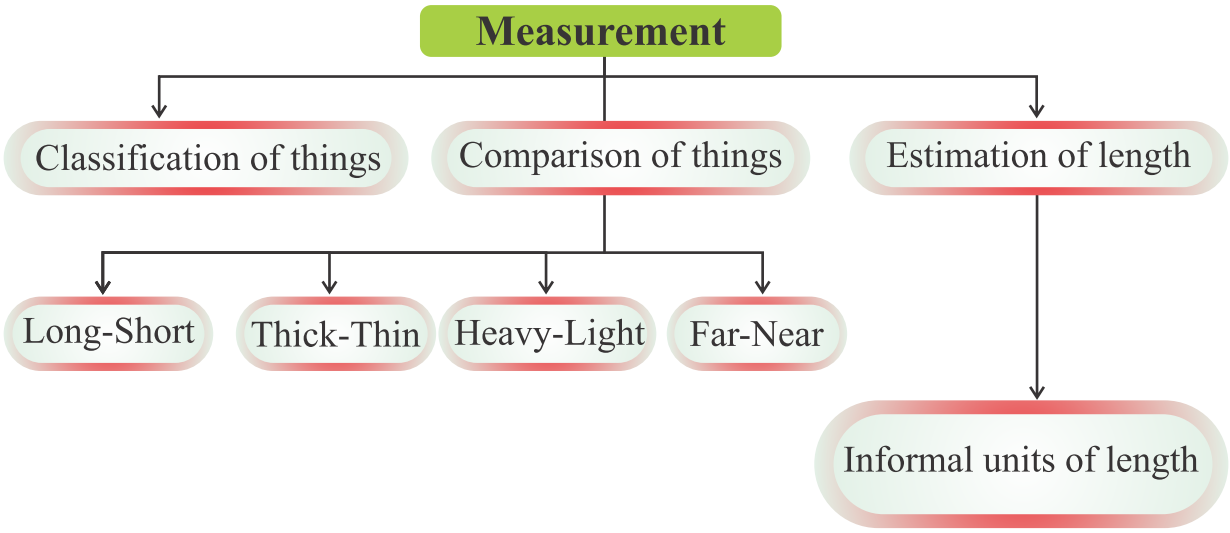
The length of your table is ..... handspan.

Dear students, estimate the length of the blackboard of your class and measure it with your handspan.



Approximate length..... handspan.
Actual length..... handspan.

We have learnt



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8 Time

Objectives

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

Let's learn

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

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Wakeup in the morning

Brushing teeth

Taking Breakfast

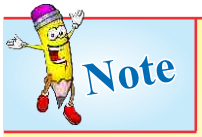
Ready for school

Tell Orally

When does the sun rise?

After wake up, When do you brush your teeth?

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



The teachers will give basic information of time to students without any definition but only through the daily activities of students.First of all the teacher will ask students orally about their daily routine like wake up, brushing teeth, morning walk, be ready for school after taking bath, go to school etc. so that students can understand the importance of time.

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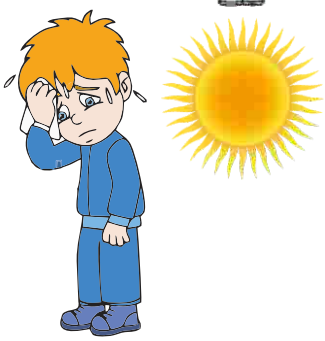
Let's learn

Afternoon

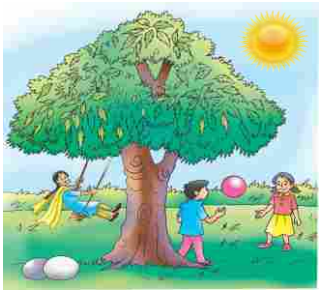
Playing in the half time
All friends of mine,
When rings the bell
Rushing to classes and yell
Sun on heads heat soon
It's called the noon.

Let's do

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



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



Note

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

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Let's learn

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

After doing homework,
when do you play ?

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

After leaving your school
when do you study ?

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Let's learn

Night time

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

Let's do

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

What is Babli doing?
What is this time?

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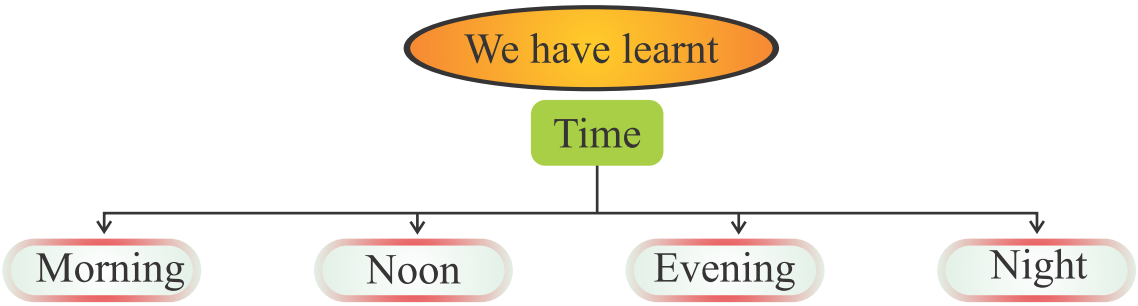
Worksheet

Put tick (✓) on the correct answer.

1. At what time of the day Babloo go to school?.....
   Morning ☐ Noon ☐ Evening ☐ Night ☐
2. At what time of the day our school starts?
   Morning ☐ Noon ☐ Evening ☐ Night ☐
3. At what time of the day we eat our food in the school?
   Morning ☐ Noon ☐ Evening ☐ Night ☐
4. At what time of the day you play with your friends?
   Morning ☐ Noon ☐ Evening ☐ Night ☐
5. At what time of the day you do your homework after school hours?
   Morning ☐ Noon ☐ Evening ☐ Night ☐
6. At what time of the day your grandmother tell you stories?
   Morning ☐ Noon ☐ Evening ☐ Night ☐



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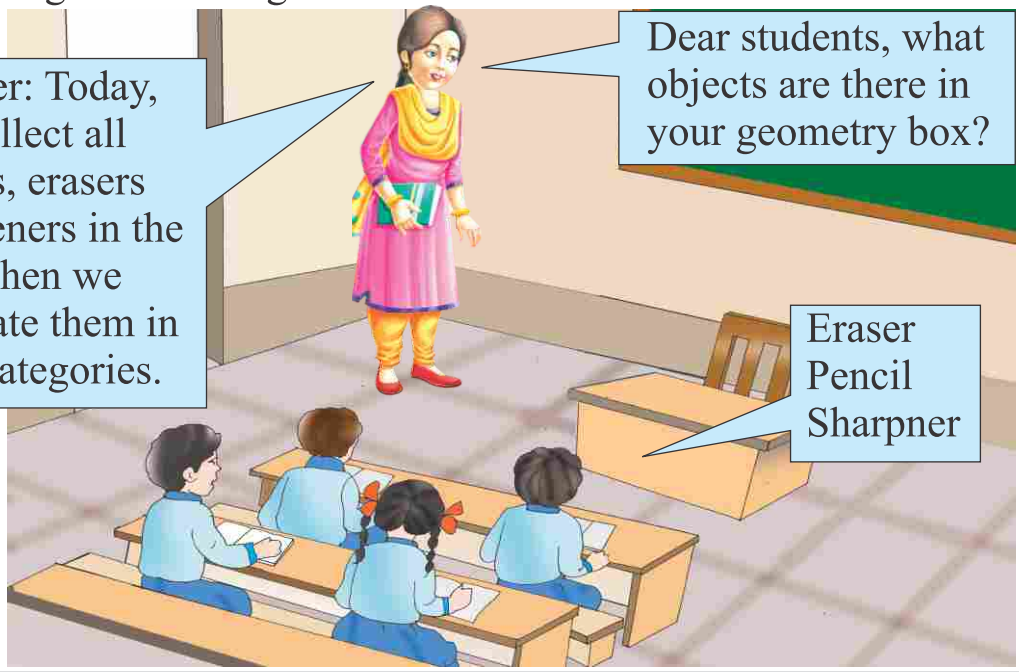
9 Data Handling

Objectives

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

Activity

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



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

We have separated all the things.

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

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

Number of pencils	
Number of erasers	
Number of sharpners	

Note

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

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Activity

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

Copies, books

Water bottle

Now we will collect books and copies from all bags.

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

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

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

Number of books	
Number of Copies	

Now tell :

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

The teacher will get separated books and copies by students.

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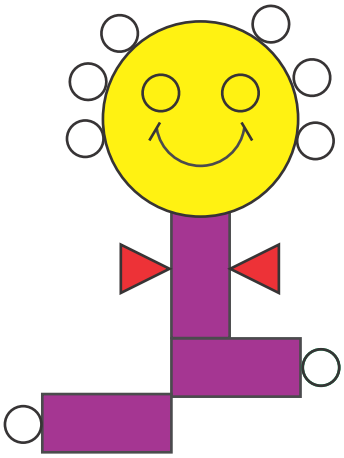
Let's learn

Count '◯' in the picture given below.



◯ = 11

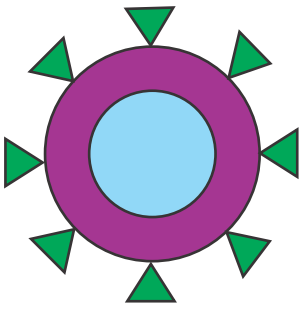
Count boys and girls in the group given below.

Number of boys 6

Number of girls 4

Let's do

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



◯	
△	

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

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

Count the different coloured stickers and complete the given table.

Sticker	Number

How many times blue coloured sticker sticked?

How many times red coloured sticker sticked?

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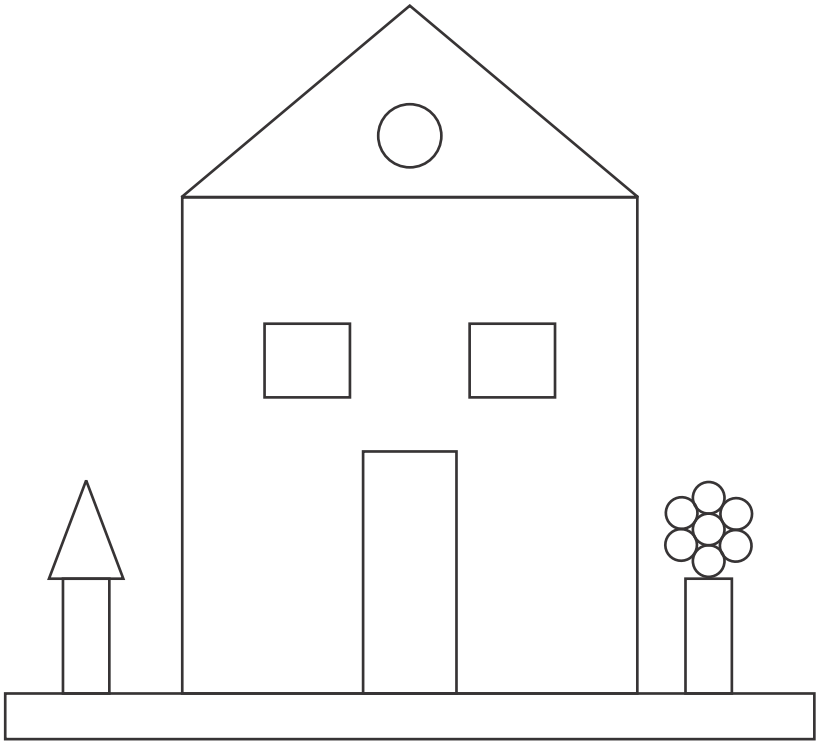
Colour the given picture as per the given directions.



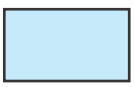
Directions :

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

Shape	○	△	□	▭
Number				

Tell me now

Which shape is repeated for more times here?



Which shape is repeated for less time here?

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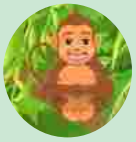
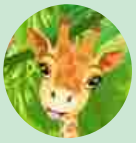
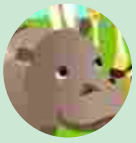
See the picture carefully, count and write the number of animals in the table given below:

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

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

Now tell me

(i) How many names has 5 letters?

(ii) How many names has 4 letters?

(iii) How many names has 7 letters?

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

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Practical activity

Objective:

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

Material Required: Pencil, copy, blackboard and chalk.

Method :

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

Number of boys	
Number of girls	

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

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Conclusion:

1.How many boys are there in the class?

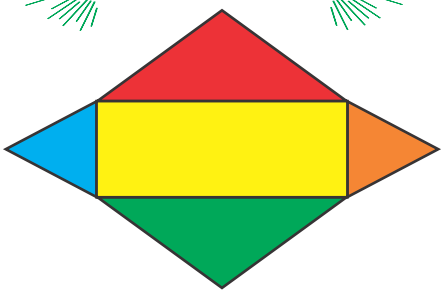
2.How many girls are there in the class?

3..... are more in the class? (Boys/Girls)

4.How many students are there in the class?

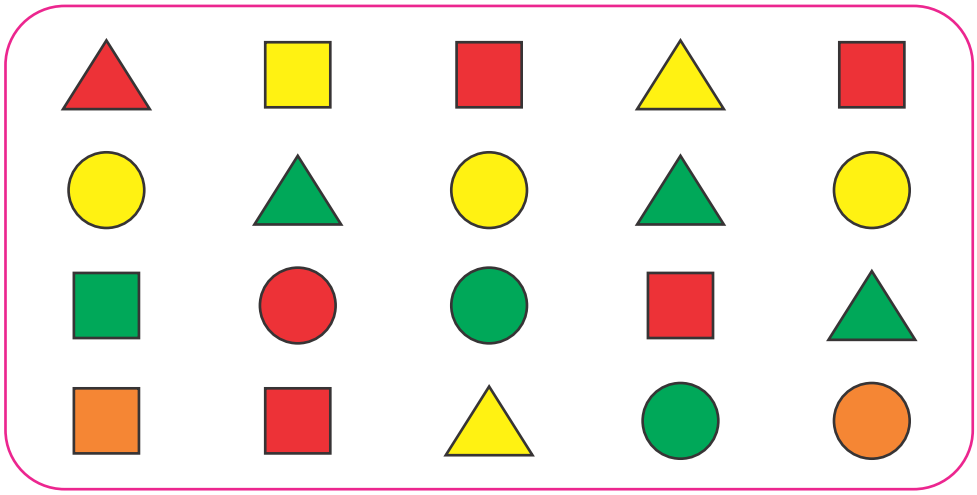
5. ..... are less in the class? (Boys/Girls)

Worksheet

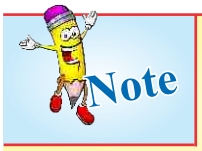


1. There are 4 triangles in the figure given above.(✓ or ×)

2. Answer the questions given on next page by seeing the following figures.



Put tick (✓) on the correct answer.\



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

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(i) How many triangles (△) are there in the figure ?

(a) 4 (b) 3 (c) 6 (d) 5

(ii) How many circles (○) are there in the figure ?

(a) 5 (b) 3 (c) 7 (d) 4

(iii) How many squares(□) are there in the figure ?

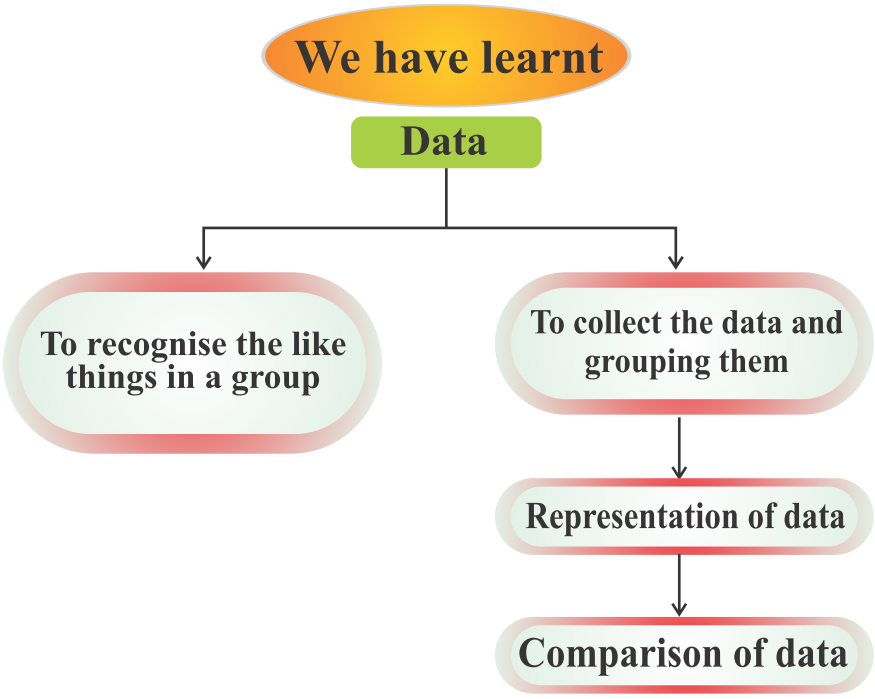
(a) 7 (b) 6 (c) 3 (d) 2

(iv) Which is in least number in the figure ?

(a) ○ (b) △ (c) □ (d) None of these

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

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



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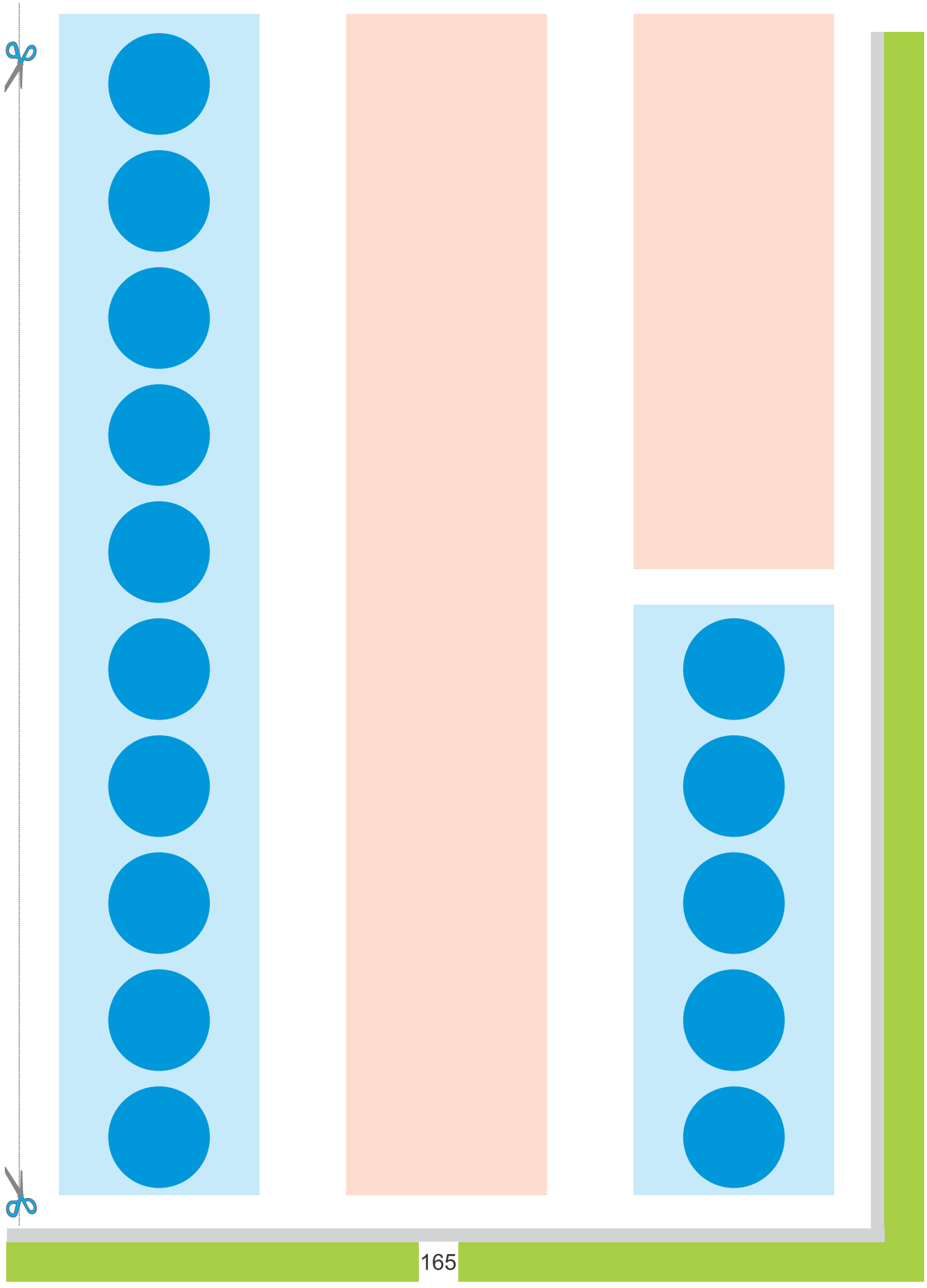

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Maan Cards

1	10	6
2	20	7
3	30	8
4	40	9
5	50	
80	60	100
90	70	

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